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Guidebook

FOR SOCIAL STUDIES BOOK B

Hello, David

By PAUL R. HANNA

and GENEVIEVE ANDERSON HOYT

SOCIAL STUDIES PROGRAM

CURRICULUM FOUNDATION SERIES

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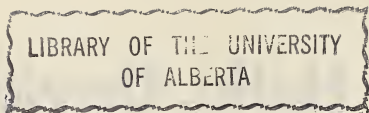
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INTRODUCTION

A FUNDAMENTAL AIM of that school subject called the social studies is to assist children to understand and to participate effectively in group associations. The achievement of this aim is highly important, since our lives are mostly spent working and playing with people in groups. And the quality of living is to a marked degree dependent upon the types of adjustments we make to other people in these groups. Getting along with others is, like any behavior above the level of the reflex, a pattern of acting that has to be learned or acquired. The teacher of the social studies should constantly keep in mind this objective of helping pupils grow toward maturity in their associations with other people.

During a lifetime each individual holds membership in many groups. Primarily, the child belongs to a family, and his care during childhood and adolescence is largely dependent upon a family group. The child also finds himself a member of a school group, a neighborhood gang, a church club, etc. When he reaches maturity, many of the groupings of childhood and early youth disappear, and new associations are formed: work groups, political organizations, social or recreational groups, etc. Eventually, marriage and the establishment of a home bring still greater challenges for living successfully with others. Indeed, throughout life each of us associates with numerous groups, and much of the basic stuff of everyday living as well as our satisfactions comes from and through these contacts with others. Thus it can be demonstrated over and over that no lesson is of greater importance to our livelihood and our happiness than learning to live effectively in groups.

Hello, David is the second in a series of social studies texts. Its content deals with that institution which is created specifically for the child—the school. *Hello, David* and this guidebook, which accompanies it, make available to teachers and pupils information and activities which will expand knowledge of school and neighborhood groups, both urban and rural.

Next to his knowledge of the family, the child in the primary grades is more familiar with school and neighborhood than with any other type of human grouping. For the most part, however, this knowledge is largely restricted to his immediate school and neighborhood environments and is mostly undigested

or unorganized knowledge. For most children all the generalizing about and organization of their limited experience have yet to be done. The school and the neighborhood, like the home, have been taken for granted and therefore not given much thought. And here is where the teacher and the textbook enter. *Hello, David* is planned to extend and expand the child's personal experience in order to make him far more appreciative of the many benefits he receives as a member of school and neighborhood groups and to develop in him better adjustments to group life.

The difference between this social studies book and a reader is found in the purpose for which the book has been written. The chief aim of this book is to organize for teacher and pupil the study of city and country school and neighborhood groups. This book will not have served its purpose if the teacher uses it primarily as a reader; that is, for the improvement of reading facility. The major objective will not have been reached until the child emerges from the study outlined in this guidebook more intelligent about school and neighborhood obligations, responsibilities, and benefits and with a much better adjustment to these groups.

Hello, David has a definite pattern which relates it to the series of social studies textbooks of which it is the second volume. The selection of topics is determined by the same set of basic human activities that operates throughout this textbook series. All societies of men, regardless of when or where they lived, have carried on certain processes or activities in common. These processes tend to cluster or group themselves around ten phases: (1) protecting and conserving human and nonhuman resources; (2) producing goods and services; (3) distributing goods and services; (4) consuming goods and services; (5) transporting goods and services; (6) communicating ideas and feelings; (7) expressing and satisfying aesthetic and religious impulses; (8) organizing and governing; (9) providing recreation; and (10) providing education. As the teacher becomes familiar with the stories of *Hello, David* she will be able to note that the authors have used the list of basic human activities as a check list to insure the inclusion of the important functions carried on in school and neighborhood groups.

Like the other primary books of this series, *Hello, David* is a story, a story with a realistic setting, about realistic characters who face realistic problems and solve them in a realistic manner. The problems of these characters are like those of all of us, problems of personal development and social adjustment.

In this respect, this social studies series parallels those texts designed to fit the modern health curriculum, which is placing increasing emphasis upon mental health, which in turn is dependent upon satisfactory social adjustment. Whether the child's guidance in meeting the problems of social adjustment is a

part of the health curriculum or a part of the social studies program need be of little concern to the teacher. The essential thing is that the guidance be provided.

As the child advances into the middle and upper elementary grades, he meets a different kind of grouping of the social studies, including, but by no means limited to, geography, the study of man's environment and his coöperative efforts to master it; civics, the study of man's attempts to develop a system of coöperation; and history, the record of man's successes and failures so far in his geographic and civic enterprises.

As a prelude to these more impersonal phases of the social studies, the highly personal stories of this primary series provide the child with his first steps toward generalizations about coöperation, a constantly growing concept of which is as basic to academic success in the advanced social studies as it is to the even more important business of living.

This book, on rural and city schools and rural and city neighborhoods, follows *Peter's Family*, the first book of the series, which is a study of family life. The third book of the series, *Someday Soon*, is a study of city community workers and the services for public welfare which communities offer. *New Centerville*, the fourth book, develops problems of neighborhood associations in rural communities and the interrelation of city and country life. Thus there is a natural progression from the home, to the school, to the neighborhood, and to the community through which the pupils are guided as they learn to understand and to participate effectively in progressively larger groups of people.

Hello, David is organized into four units, the first of which, "David at the Country School," presents that kind of school environment which is most like that of the family itself, small, compact, unified—the country school. Here we meet David in a group of which he is a fully accepted member and to which he is happily adjusted.

The second unit, "David at the City School," presents the large city school in contrast with the one-room rural school of Unit One. It also presents the problem of the newcomer to the group. David has new friends to make, new customs and habits to learn, new experiences to encounter. In this unit we also meet Jim, the aggressive child who has failed to win the acceptance of the group because his assertiveness is selfishly expressed. Emphasis is upon the application of democratic principles to the solution of problems, the adjustment of grievances, and the acceptance of responsibility.

The third unit, "In the City Neighborhood," develops the concept of the city as a group of different kinds of neighborhoods, residential, business, educational, and recreational. The residents, workers, and businessmen of the school and neighborhood are visited as the members of the class search for their runaway pet.

The fourth unit, "In the Country Neighborhood," contrasts farm and city life and shows their interdependence. In this unit David has an opportunity, as host to his classmates, to return the kindness they had shown to him as a new member of the city-school group. In this unit also the antisocial child, Jim, discovers that when his natural aggressiveness is expressed in terms of leadership for the good of the group as a whole he is quickly accepted by the same children who responded antagonistically when his aggressive tactics were more selfishly expressed.

The authors realize that other units could have been developed around additional themes of city-school and country-school environments. The four themes treated in this book should not be thought of as exhaustive of sub-strands of a major unit of work on school life. But within the covers of *Hello, David* and within the text of this guidebook, the teacher will find abundant suggestions that can be adapted to her class situation.

Again the authors stress the major objective of this second book in the social studies series—the aim of helping children understand and therefore appreciate their schools and their neighborhoods and of giving children opportunity and guidance in practicing those skills and attitudes which are essential to successful participation in group activities.

To attain the understandings desired, the activities of *Hello, David* should be compared with and interpreted in the light of the children's personal experience. This means that the reading of the stories should be supplemented by much discussion, including many questions by both pupils and teacher. Clear understanding of the significant facts and relationships discussed is more important than the number of pages read each day.

To aid pupils in making desirable adjustments in their school and neighborhood activities and in using the habits and skills essential to harmonious group life, two steps are essential. Through class discussions and personal conferences the teacher may help pupils to identify desirable things to do and guide them in planning ways to achieve progress. In this connection the more widely the teacher is acquainted with the family conditions and relationships of her pupils, the more helpful she can be. It is desirable that parents understand what the school is attempting to achieve and the ways in which the home may make use of and strengthen the understandings and habits stimulated in school.

LESSON PLANS

General Suggestions

IN GENERAL the procedure for developing the lesson plans in connection with each story in *Hello, David* includes: (1) preliminary activities and discussion related to actual experiences of the child and (2) presentation of new words and guided reading of the story. Many suggestions for parent coöperation are given also.

Since *Hello, David* is primarily a social studies textbook, vocabulary should not be overemphasized. The vocabulary list on pages 154 and 155 of *Hello, David* will aid the teacher in noting the new words which should be introduced. The vocabulary burden is small, especially if the Basic First Reader, *Our New Friends*, has been read. If the teacher has been using this Basic First Reader, she may introduce the new words according to the method outlined in the *Teacher's Guidebook for Our New Friends*. Otherwise, she should observe carefully the method developed in the first lesson plan of this guidebook.

During the reading of the stories in *Hello, David*, the amount of guidance necessary will depend upon the reading ability of the group. With some groups the teacher may need to guide the reading page by page. With others, two pages or even a whole story may be read as a unit. Care must be taken that poorer readers are not excluded from full participation in discussions growing out of the stories. This can be accomplished by such procedures as having material reread aloud before full discussion of it, by teaching children to secure information from the pictures as well as from the text, and by encouraging discussion of personal experiences similar or related to the ideas and concepts embodied in the various stories. The teacher should, of course, feel free to adapt the suggestions in this guidebook to the needs of her class.

The activities and discussions that precede and accompany the reading of each story are highly important since the development of desirable attitudes, appreciations, and understandings should be the major purpose of the reading of *Hello, David*. In all discussions an attempt should be made to increase the child's understanding of rural and urban neighborhood and school life, of problems that arise from a change of environment, and of facts about transportation, food production and distribution, and educational and recreational

facilities. Full advantage should be taken of every child's response which leads, or which can lead with some expansion of ideas, to the development of these understandings.

The teacher will gain an increased insight into the problems of the children in her class by observing carefully their reactions and responses during discussions. She might well have a note pad at hand on which to write down significant observations. The knowledge she gains will enable her to help the children face the problems encountered in their daily lives.

In addition to sympathetic guidance of the child in meeting his problems, the teacher should encourage the parents to work with her. She should, whenever necessary, seek opportunities to talk with them about causes for a child's failure to adjust successfully. In such conversations with the parents, the teacher should be sure that they are at ease and should get them to talk freely about the methods which both she and they have been using. As she talks with the parents about the things she is attempting to do, she will gain invaluable help in understanding the child and in making her program suitable to his needs. She should avoid inflicting unwanted advice upon the parents, but should work with them to find desirable patterns of action which can be carried out both at home and in school. Through such conferences the teacher should gain the confidence of the parents, a confidence which in many cases may be passed on from parent to child. By seeking advice as well as offering it, by encouraging discussions among groups of parents, and by commenting upon the evidence of excellent social adjustment that she has noted in children and seeking information from the parents as to the kind of home training responsible for it, the teacher may win the confidence of many a parent who might otherwise prove uncoöperative.

The lesson plan on pages 11 to 12 is fully developed and gives detailed suggestions for the preliminary activities and discussion and for the guided reading of the first story. The lesson plan also contains suggestions for parent-teacher coöperation. Condensed plans for the remaining stories follow. These plans point out the most important concepts to be gained but do not give detailed suggestions for procedure. They also mention possible outcomes and implications for parent coöperation.

Each lesson plan suggests discussions or activities which may take some time to carry out. Thus the work in connection with each story may be of several days' duration.

UNIT ONE

David at the Country School

Preliminary Activity and Discussion

Unit One presents David in a small, compact unit of society, the country school. This environment, which resembles home life more closely than does that of the city school, enables the child reader to see David in a situation to which he is happily adjusted. Opportunities are afforded for discussion which will increase the child's understanding of rural conditions, the resulting type of school, and the need for coöperation in work and play. The last story in the unit gives a hint of the different type of school environment which David will meet later and to which he will need to make adjustment.

Before introducing this first unit of *Hello, David*, the teacher should prepare the children for the concepts of the one-room school. If her own school is a small rural one, she may of course assume that the concepts are already familiar. If hers is a town or city school, the teacher may find a visit to a small country school to be highly desirable. Since such visits are not always feasible, the city-school teacher will probably need to establish the necessary concepts in other ways. If there is a child in the class who has attended a country school, he should be encouraged to describe it as fully as he can. Or the children may be asked to inquire at home about the schools their parents attended and to report their parents' descriptions. The filmstrip, *One-Teacher School*, available from the American Council on Education, 744 Jackson Place, Washington 6, D. C., depicts an up-to-date rural school.

The essential concepts are: (1) The country school is small because people do not live close together in the country and there are therefore fewer children in each district. (2) The school has only one room, and so only one teacher will be needed. (3) The children in a country school are of different ages. (4) There is no principal, no "office," no janitor, no central heating plant, no basement, no hall; the pupils help the teacher to keep the school warm and clean. (5) Since pupils come a considerable distance, some of them ride to school on their own ponies and some are taken by parents in cars. (6) Few of the children go home for lunch.

To introduce the book, the teacher should distribute the books and give the children an opportunity to talk about the picture on the cover. If *Peter's Family* has been read, say, "We have read about two of the children in this story. They are Tom and Susan. The name of the book will tell us who the other boy is." Present the title, *Hello, David*, by writing it on the blackboard, reading it to the children, and having them read it both silently and orally. Then have them turn to the first or title page and read the title, *Hello, David*.

To introduce the unit, the teacher may say, "The title of the first part, or unit, of this book is 'David at the Country School.'" Write the unit title on the blackboard and have the children read it both silently and orally. Then encourage them to relate experiences they have actually had while attending or visiting a country school and experiences they may have heard or read about. Then ask, "What do you like to do in our school? The stories in the unit will tell you some things that David does at his school."

New words or phrases should be introduced in an informal way. The teacher may make comments about the story, taking care to write the italicized words or phrases on the blackboard as they are spoken. Thus oral background will provide a meaning for the printed word. For example, the new words and phrases on pages 5-11 may be introduced as follows: "*David* lives in the *country*. *David's school* is in the country, too. David rides a pony to school. David's pony goes *trot, trot, trot*. Jack rides to school in *an old car*. The old car goes *honk, honk, honk*." Ask questions which can be answered by the above words or phrases, such as "What kind of noise does the old car make?" Have the children answer by finding and framing the phrase *honk, honk, honk*. They may frame the phrase by enclosing it with both hands.

David's School (Pages 6-7)

Give the children the opportunity to study the two-page picture and ask, "What time does the picture show us? What kind of neighborhood is shown in the picture?" Explain that the word *country* as used in this book means a farm neighborhood. Ask, "How can you tell that the white building is a school? Who do you suppose goes to this school? Read the two pages to see if you are right." After the pupils have read the pages silently, ask, "Were you right? How many rooms are in this school? How is it different from our school? Look at the picture again and see if you can tell why David's school has just one room." Develop the idea that the farm community is made up of pastures, fields, woodlands, and widely scattered houses. Since there is so much space and so few houses, only a little school is needed for the children of the area.

Hello, David (Pages 8-11)

Pages 8 and 9 . . . Give the children an opportunity to look at the pictures and ask, "Where do you think David is going on his pony? What is he carrying with him? Who else is going somewhere?" After the children have read the two pages silently, ask, "Why could Jack call 'Hello' and 'Good-by' to David at almost the same time?"

Pages 10 and 11 . . . Say, "Something happened, though, so that David could call 'Hello' and 'Good-by,' too. But David didn't feel very happy about it.

Read the two pages to find out what he did." Then ask, "Why was David able to catch up to Jack? Why do you suppose he went on without Jack at first? What do you think made him change his mind?"

Extend the discussion by calling attention to the picture on page 11. Lead the children to notice the size of the school and the amount of playground equipment and to compare these features with those of their own school.

Then have the children tell about the ways they get to school. Develop the idea that David and Jack did not live near the school and therefore needed some form of transportation. Point out that rural children usually need to take their lunches to school because of the distance between home and school. Since there are usually few people in a rural community, bus or streetcar service is not often available because it would not be profitable. So each family must work out some way for its children to get to school. Say, "How did David help Jack? Do you suppose David could ride his pony to school every day during the year? What might keep him from doing so? How could he get to school when he couldn't ride his pony?" Elicit the response that perhaps his own or Jack's father would take him.

Work at the Country School (Work Pages 12-13)

After the children have studied and commented upon the two-page picture on pages 12 and 13, lead them to discuss the time of year, the many activities going on simultaneously, and the various ages of the children; then have them compare the situation pictured with that of their own classroom. After they have read page 12, which emphasizes group work, lead the pupils to tell of things they do in school in coöperation with other children, of the way various members of the class help others, and of additional ways in which they could be helpful. Then have the children read and discuss page 13, which emphasizes independent work. Lead them to tell of work they do alone. Bring out the idea that independent work, as well as that done in groups, is important.

A Rabbit Comes to Lunch (Pages 14-17)

Follow the procedure outlined in the first lesson plan for the guided reading of "A Rabbit Comes to Lunch." Then ask, "What did Miss Black and the children hear while they were eating their lunches? How did they help the little rabbit?"

Continue the discussion by asking, "Why were the children having lunch at school?" Elicit the response that the country school is very much like a little family in that the members work together, play together, and eat together. Encourage the children to compare David's school with their own school in regard to lunchrooms, facilities for hot lunches, etc.

Call attention to the lines, "‘Get back, children,’ she called, ‘into the school house! Now!’" Then ask, "Why did Miss Black tell the children to do that? What might have happened if the children hadn't hurried?" Have the pupils tell of situations they can recall in which an older person helped them. Lead them to see the value of instant obedience in emergencies. Knowing that they have older, experienced persons to guide them can help give children the self-assurance necessary for them to make successful adjustments in unusual situations.

The New Pet (Pages 18-20)

A House for Mr. Carrot (Work Page 21)

After the reading of the story "The New Pet," have the pupils tell how the children in the story became acquainted with the rabbit and how they chose a name for it. Ask, "Why do you think Mr. Carrot was a good name for the rabbit?" Develop the idea that humor and imagination help make our experiences meaningful and pleasant.

Encourage the children to tell of pets they have at home and of ways they care for them. Then bring out the idea that the classroom is not a very suitable environment for some pets; e.g., dogs, cats, etc. Talk about pets that can thrive in the classroom situation. If there are pets in the classroom, give the children opportunities to talk about them, choose names for them, and participate in caring for them. Lead the children to see that a desirable way to care for a pet at school is to give everyone an opportunity to share in the experience. Have the children read work page 21 to find out how the boys shared in making a home for Mr. Carrot. Point out that Dick, as the oldest and most skilled, had the main job of constructing the rabbit house. Have the pupils suggest other things that would have to be done for Mr. Carrot and ways in which this work could be shared. Then have them apply the ideas gained to the care of their own classroom pets.

If there are no pets in the classroom, the teacher may wish to use this lesson as a starting point for obtaining one. This would entail the raising of money, choosing the kind of pet, purchasing it, planning for its care, etc. Sharing in a common responsibility is a simple democratic procedure which can be understood even at this level.

Helping Miss Black (Work Pages 22-23)

After the children have discussed the pictures and text on work pages 22 and 23, have them tell of work done in their own classroom. List tasks which must be done daily, such as dusting, and those which must be done occasionally,

such as cleaning cupboards. Discuss the best way to do each task, and plan a schedule so that everyone in the class may share in doing the work. Call attention again to the picture on page 23 and compare the work to be done in a one-room country school with that necessary in the classrooms of larger schools. Explain that in some country schools the teacher has the work of caring for fires, sweeping, etc. Have the pupils investigate the plumbing, heating, and lighting facilities of their own school and compare them with David's school.

Ding-Dong Bell (Pages 24-27)

Follow the silent reading of "Ding-Dong Bell" by asking questions such as, "What did Jack and David wish they could do? How did they take Dick's place one day? What did Miss Black let them do?"

Encourage the pupils to tell how they are called to come into their school. Point out that, as a rule, bells of some kind are used. Then ask, "Why do you suppose Miss Black let the big children rather than the little ones ring the bell?" Develop the idea that David and Jack, by surprising Miss Black and doing an unexpected chore, showed her that they were able to assume responsibility.

Lead the pupils to tell of things they are able to do in coöperation with others that they couldn't do alone. Emphasize that pleasurable experiences, as well as growth in responsibility, often result from such coöperation.

Give the boys and girls opportunities to tell, too, of responsibilities they have assumed at home. Have them list tasks which they can do at home without being told to do them; e.g., caring for toys and pets, bringing in the newspaper, hanging up their own clothes, etc. Develop the idea that it would be unwise, however, to undertake some tasks without the supervision of an adult. Examples of the latter are preparing food, cleaning out father's desk, setting the table, etc.

The Party (Pages 28-31)

The Mothers and Fathers Help (Work Page 32)

Follow the silent reading of "The Party" by choosing one or two children to tell the story.

Then encourage the children to recall times their parents have visited the school. Compare their visits with the party at David's school and discuss why this kind of party is not always possible. Because David's school was small, the party was in the nature of a big family get-together. Emphasize this by calling attention to the fact that the little children and grandparents came, too.

Let the pupils enjoy again the humor of page 30 and help them see that the fact that Dick's father was a good sport added to everyone's enjoyment.

Say, "The fathers and mothers came to David's school for parties. But they came at other times, too. Page 32 will tell us more about these other times." If the pupils are attending a school similar to David's, have them tell how their own mothers and fathers help and why such help is necessary. If the pupils attend a larger school, explain that, while parents do not usually do the work of maintaining the school, they are really responsible for it. Organizations such as the Parent-Teacher Association often provide stage curtains, extra rugs, musical instruments, and similar equipment. Have the children list things in their own school which were provided in such a manner. The discussion will help the pupils grow in their appreciation of the ways in which their parents are constantly concerned about their welfare.

Encourage the children to tell of good times they have had in groups of people of mixed ages and to describe some of the games which can be played by such groups. The teacher may wish to use this lesson to initiate plans for a party or program for the parents.

Hello, and Good-by (Pages 33-36)

Ask questions such as the following after the silent reading of each page or of the entire story: "Why was David late for school? How did he show Miss Black and the children where his new home would be? What did the children give David?"

Have the children speculate as to why David's family was going to move. Encourage them to tell of times they have moved from one home to another. Discuss the reasons for such moving; e.g., the need for more space, the desire for a better home or more convenient location, a change in the father's position, etc. Lead them to see that, wherever one moves, home is where one's family is.

Call attention to the lines on page 36: "I do not want to go away from this school," David said. "All my friends are here." Discuss the difficulty of parting from one's friends. Then say, "David's classmates knew he felt a little sad. So they thought of something to cheer him up. How did they do this?" Have the pupils tell of additional ways in which kind acts or words can help others in trying times.

Have the children study again the map on page 35. This study may serve as a lead for a map-making activity. Plan excursions and investigations that result in simple maps of home and school areas.

Summary of Unit One

To summarize the unit, discuss with pupils all the significant features of a one-room country school. Emphasize the size and enrollment of the school as affected by the sparse population of rural areas, the need for private trans-

portation, the family-like character of the school, the teacher-janitor feature, and the direct responsibility of parents for maintaining the school. To help clarify the concepts, encourage children to plan a dramatization of a day at a country school.

Implications for Parent-Teacher Coöperation

During the lessons the teacher should look for evidences of behavior which will strengthen her understanding of the children in her class. The evidences may be found in the child's responses during discussions, in the manner in which he works with others during activity periods, in the attitude he has toward constructive criticism, etc. Observations which the teacher makes may aid her in helping individual children who are having difficulty in making an adjustment to the school group. She should seek parent coöperation in her attempt to enlarge her understanding. At group meetings or in individual conferences¹ with parents, the subjects considered in the following paragraphs should be discussed. Then the teacher may talk to the parents to tell them what she has observed and what she surmises is resulting and why. She should try to get reactions from the parents and discuss possible solutions with them. She should be very careful, however, not to be overconfident that her observations have provided her with adequate information. If she finds her observations to be accurate, she should help parents realize that problems such as theirs are common to many families and that mutual understanding and working together can go a long way toward reaching a solution.

If the teacher observes a child who seems to lack the ability to assume responsibility, she should work with the parents in formulating a plan to develop this ability in the child. In addition to giving him a share in the responsibility of maintaining the classroom, she might suggest to parents that there are many things at home that the child is capable of doing if he is given the opportunity and then held to his responsibility. Examples are caring for toys and pets, bringing in the newspaper, caring partially for his own room, etc.

On the other hand, the teacher may learn of a child who is so burdened with work that he has not had enough free time in which to adjust to others of his own age in play groups, etc. The child who withdraws from a group needs patient guidance to enable him to work successfully with others. The teacher should draw him into group activities and help him develop self-assurance whenever possible. In addition, suggest to the parents that the child be relieved of some of his responsibilities so that he will have plenty of time to be with other children. It is in his own age group that he learns much about leadership

¹ Dorothy Baruch, *Parents and Children Go to School*. Chicago: Scott, Foresman and Company, 1939, pp. 76-97.

and the ability to stand on his own. Lead parents to see that the right balance between responsibilities and freedom is desirable.

Consideration for others is another matter which may need study. The teacher can use the *Hello, David* stories to help children who are inconsiderate. Point out to parents that children who are treated with consideration are likely to become considerate themselves.

The stories present a situation in which the parents work very closely with the school. Teachers can avail themselves of the parents' knowledge of their children, which is after all greater than hers, if she can arrange times in her already crowded day to meet with them. In addition to Parent-Teacher Association meetings, some teachers plan to keep one afternoon a week free for conferences. Some have small group meetings at regular intervals. Some have conferences during school sessions by arranging with other teachers for times when two classes can be together for a singing time, a story hour, a play time, etc., thus giving one teacher free time. The teacher should arrange times which best suit her needs and program. She should remember, also, that all children, those who are well-adjusted as well as those who are unstable, benefit from knowing that the people who are closest to them are friends and are working together.

UNIT TWO

David at the City School

Preliminary Activity and Discussion

Unit Two presents David in a totally different environment, that of a large city school. The beginning stories describe his adjustment to a new way of transportation, to a city school composed of many rooms, and to many children, some ready to accept him and some not. The complex services and the varied types of rooms are depicted also. The stories which end the unit develop the concept of democratic action to solve a common problem for the good of the neighborhood.

Several opportunities for meaningful activity are presented by this unit, and the teacher may choose from among them in accordance with the needs of her class. If the school is a rural one, the teacher's first concern will probably be to see that the city-school concepts necessary for an understanding of these stories are established. This may be accomplished by a visit to a city school, by reports from children who have attended or visited city schools, by the preparation of scrapbooks or bulletin-board exhibits of pictures of different types of schools, etc.

If the school is a large one, the preliminary discussion may center around the means of solving the transportation problem, the work done by nonteaching members of the school staff, the function of such special rooms as the auditorium, the gymnasium, the nurse's office, the cafeteria, the principal's office, etc. In such discussions the children will raise many questions. Plans should be made for visiting the different rooms of the building and conferring with the principal, teachers, school nurse, custodian, etc., concerning their work.

Whether the school is rural or urban, small or large, the teacher might well encourage the discussion of the several types of adjustment presented in this unit: (1) to a new kind of transportation; (2) to a new group of children; (3) to a new kind of building; (4) to new types of recreation; (5) to unfair criticism; (6) to a justified grievance. In terms of the physical adjustments to be made, such as to new types of transportation, a new kind of building, etc., the children should be led to see that that which is unfamiliar is not necessarily to be feared. Children should be encouraged to tell of fears they have had of facing unfamiliar experiences and to admit how groundless these fears have usually proved to be. They should also be encouraged to plan for the acceptance of a new member into their group. Such planning will provide a basis of understanding for the stories in which both pupils and adults make friendly overtures to David, the newcomer.

To introduce the reading, encourage the children to talk about experiences they have had in changing schools. Then present the title, "David at the City School." Have the children speculate about the experiences David will have at the new school. Ask, "How do you suppose he will get to school? How do you suppose he will feel on his first day at school? What do you think he will do at his new school? The stories will tell us if we are right."

The New Farm (Pages 38-39)

Hello, David (Pages 40-42)

After the silent reading of the stories, have the pupils compare David's new farm with the old one in respect to its distance from the city. Call attention to the part of the picture on page 39 which shows the city in the distance. Have the children recall the reasons for the small size of the country school and explain that, since families live closer together in a city, large schools are necessary.

Then ask, "How did David get to school?" Develop the idea that often there are enough children in farm areas outlying a city to warrant having a school bus.

Call attention to the picture on page 40 and discuss the way David probably felt that morning when the big bus came to call for him. Develop the idea that going to strange places and meeting strange people sometimes causes a feeling of uncertainty and insecurity. Encourage the pupils to tell of times when they were faced with unknown experiences. Emphasize those incidents which illustrate the need for courage in meeting the new and unfamiliar.

Then ask, "How did the bus driver help David? How did the children in the bus help him?" Stress the desirability of helping others who are undergoing an unfamiliar experience and discuss ways of doing so.

Come Along with Me (Pages 43-47)

David Sees the School (Work Pages 48-50)

After the silent reading of each page or of the entire story, ask questions such as, "How did the boy from the bus help David? How did Mr. Town help him? How was David surprised when he got to Miss Bell's room? Why is 'Come Along with Me' a good name for this story?"

Encourage the children to discuss all the ways that David was helped at his new school. If the children can recall their first day at school, have them tell how they were helped to find rooms, to become acquainted, etc. Then have the children discuss David's experience with Mr. Town. Read page 45 and call attention to the friendly way in which he made David feel at ease. Have the children tell of other ways a principal is the friend of children and teachers.

Before completing the discussion, have pupils formulate a definite plan for the treatment of newcomers to their classroom. Such planning will aid children to grow in consideration for others and also to understand their own feelings when they are in unfamiliar situations. Plans might be made to visit the principal of the school in his office and ask him to tell a little about his work and the school.

After work pages 48-50 have been read and discussed, take the children on a tour of the school building. Investigate the various types of rooms and discuss reasons for having them and ways to use them. If the school regularly has assemblies, page 48 will be easily understood. If not, plan to have an assembly. Dramatic play involving the work of the school nurse, the janitor, the teacher, the principal, etc., might be included. This dramatic play should be as simple and as unrehearsed as when children "play school" at home.

In David's Room (Pages 51-53)

Follow the silent reading of the story by choosing some children to read it orally.

Then have the children discuss the activities carried on by David's classmates and compare these activities with their own school work. Ask, "What other things do you think David might do at school that the story doesn't tell about?"

Guide the discussion of David's unpleasant experience with Jim in such a way that the children will grow in their ability to evaluate criticism. Lead them to see that constructive criticism is that which helps them improve by pointing out better methods of doing things. Help children realize that they are bound to encounter some unkindness at times and that such unkindness should not be taken too seriously. Call attention to the lines, "Jim is just one boy. The other children like my picture," to illustrate the way David learned to build a defense against rudeness in others.

Talk about the way David's picture was received at home and develop the idea that praise and encouragement at home offset the occasional unkind criticisms of outsiders.

David's Turn (Pages 54-57)

After each page or the entire story has been read silently, ask questions such as the following: "How did Susan try to be kind to David? How did Jim spoil the fun? What do you think Jim will do the next time he wants to play on the slide?"

Develop the idea that Susan and the other children were having fun while they were playing because they were not only taking turns but were also showing consideration for each other. Emphasize the fact that Jim's unpleasant

experience is the kind of result to be expected from antisocial behavior and that much pleasure is lost when one refuses to cooperate.

Then encourage pupils to talk about play experiences on their own playground. Bring out the desirability of seeing that all children are included in play activities and of encouraging shy children to participate.

Then discuss the best ways to use the actual playground equipment that is available. Work out a plan to share equipment and play space so that all can derive the utmost in enjoyment. Apply the plan during the next play period. Then evaluate the plan and improve it until it is workable.

Thank You, Mr. Brown (Pages 58-61)

Mr. Brown Again (Work Page 62)

Follow the silent reading of the story by asking questions such as, "How did David happen to bring his rabbit to school? Why is David looking so troubled in the picture on page 60? Who helped the children?"

Review the discussion of pets in connection with "A New Pet," page 18. Have the pupils recall how the boys and girls in the country school had given David the rabbit when he moved. Point out that now David, in bringing his pet to school, was doing something for the good of his whole class.

Have the pupils recall that Dick, the oldest boy in the country school, had made the rabbit house there. Then extend the conversation by talking about the way the children in the city school tried to make a house for Mr. Carrot. Ask, "Why do you think they didn't know how to make a house for Mr. Carrot, but the country children did?" Develop the idea that it was better for the children to recognize their limitations than to make a house that would be inadequate. Call attention to the picture at the top of page 61 and discuss how Mr. Brown made the house and how the children helped him.

Reread the lines, "Mr. Brown was a busy man, but he was glad to help the children," and say, "Page 62 will show us some of the work Mr. Brown does." Have the children read and discuss the work page. If possible, invite the school janitor to come and tell a little about the work he does and about ways he is willing to help the children. Then have the children discuss ways to help the janitor, such as being careful of school furnishings, picking up paper from the floors, not writing on walls or desks, keeping the school grounds tidy, etc.

Peter Comes to School (Pages 63-66)

After the silent reading of the story, choose some children to read it orally.

Have the children tell of things they have lost and explain how they felt when something valued was not found again. Call attention to the line, "But

some little boy lost it, and soon he will come here to find it." Explain the function of a Lost and Found department. Ask, "Why couldn't Peter have the ball?" Lead the children to understand that the "finders keepers" attitude is antisocial, and elicit the principle that things which are found should be returned to their owners whenever possible.

Then talk about the way David helped Peter feel happy. Develop a discussion of other ways to help younger children.

If the school has a Lost and Found room, take the children to visit it and find out how it functions. Or use this lesson to initiate plans for a small Lost and Found corner in the classroom. This Lost and Found corner could take care of pencils, erasers, and things which usually would not be sent to the school Lost and Found room. A committee of two or three children could take charge of the corner each week.

Hurry! Hurry! Hurry! (Pages 67-69)

After the silent reading of each page (or of the entire story), ask questions such as the following: "What happened when the school bell began to ring? Why did Mrs. Gray wish that she did not live next to the school? What did she ask Tom to do?"

Encourage the children to tell how they come to school and about short cuts they sometimes take. Emphasize the experiences which illustrate desirable short cuts—those which save time but do not endanger property or the safety of the child. Discuss reasons why some short cuts should be abandoned. Explain that the rights of property owners should be respected; e.g., that lawns be kept free from trampling, winter and summer, etc. The teacher may wish to help the children carry on an investigation to find out whether their own school neighbors have complaints.

Call attention again to the line, "As soon as the bell began to ring, the children began to run." Elicit ways to avoid last-minute rushing, such as getting up early enough to allow plenty of time for dressing, eating, and getting to school; going directly to school without stopping to play along the way; etc.

Then discuss the conveniences provided by the community for the use of its citizens. Stress the advantages of having sidewalks, paved streets, etc.

A Good Assembly (Pages 70-74)

Follow the silent reading of the story by having some children read it orally.

Then discuss how Tom was able to present Mrs. Gray's grievances to the children in the school and how the children responded; e.g., they saw that they were responsible for being good neighbors to Mrs. Gray, made a decision, and then abided by it.

If the investigation suggested in connection with the preceding story has been conducted, this lesson will give background for planning to do something constructive about complaints reported. The class may have a poster campaign with the theme "How to Be Good Neighbors," give an assembly program dramatizing the complaints and ways to correct the behavior that is causing them, or have a school meeting to discuss grievances and make decisions in regard to future behavior.

Call attention to Mrs. Gray's letter on page 74 and point out that school neighbors are usually willing to do their share if children will coöperate, too.

Summary of Unit Two

To summarize the stories in Unit Two, have the children compare David's new school with the country school. Emphasize the variety of services offered by the city school, the diversity in kind and size of rooms, and the specialization of work and workers. If a real problem exists in the school, help the children plan an assembly program in which this problem can be discussed and a solution planned. Select for oral reading parts of the stories which stress the desirability of being able to coöperate with other children and with adults.

Implications for Parent-Teacher Coöperation

The child who is unwilling or unable to meet new experiences confidently will be helped somewhat by the stories about David at the new school and the discussions growing from them. In addition discuss with the parents ways of giving the child security. Suggest that the child be prepared for new experiences rather than plunged into them. Point out that the child must know that those close to him are ready to encourage him when he needs help. He should be met with understanding rather than ridicule when he makes errors due to his inexperience. Lead the child to see that each new experience can soon become a familiar one. Greater skill in assuming responsibility, as discussed in connection with Unit One, will also give the child assurance.

Sometimes, by his unsocial acts, a child shows evidence of a feeling of inadequacy. Work with the parents and with the child to learn the causes for these feelings of inadequacy. For example, a child may feel unable to measure up to a standard or to perform some skill that he has been led to understand is important. To cover up his inability, he resorts to unsocial behavior. Suggest that such a child be aided in evaluating his powers, in recognizing his own limitations and potentialities. Lead parents to see the undesirability of expecting too much from the child. Be sure that the child has an opportunity to experience success in some field of endeavor. Point out that social adjustment is fully as important as high grades in academic subjects.

UNIT THREE

In the City Neighborhood

Preliminary Activity and Discussion

Unit Three presents David in many different situations in the city environment. The stories will give the child reader a glimpse of the complexity of city life. He will gain an increased knowledge of neighborhood business, of the division between residential and business districts, of transportation within a city, and of provisions a city makes for recreation and worship. The child is helped also to understand the following democratic procedures: a majority decision should be abided by; an individual should not be forcibly deprived of property; and an individual is obligated to respect certain rules which preserve benefits for all.

In preparing for this unit on city neighborhoods the teacher should bear in mind the contrast between this unit and the next one, "In the Country Neighborhood." If the school is urban, the preliminary activity may include a trip to the different types of residences, businesses, recreational facilities, etc., which surround the school in its neighborhood. Following such a trip, the children may write stories, or make posters, or dramatize activities which will represent the different neighborhoods surrounding the school.

If the school is rural, the children may tell individually of the parks, playgrounds, shopping centers, etc., that they have visited in a city neighborhood.

In either case, emphasis should be upon those human qualities which constitute neighborliness, such as helpfulness, coöperation, and a willingness to abide by the will of the majority. The essential quality of a neighborhood is its unity, a quality made possible by the willingness of individual members to work for the good of the group as a whole. The children should be encouraged to cite examples of neighborhood betterment through the unselfish acts of individuals and groups. The school, the church, the local fire station, parks, and playgrounds may be cited as examples of group contribution to the betterment of the neighborhood. A beautifully landscaped yard, or in some sections even a tidily kept one, may be cited as an individual contribution. In beautifying his own property a householder improves his neighborhood. Even so apparently an unneighborly gesture as a "Keep Off the Grass" sign can be seen by children to be an example of neighborhood as well as individual necessity.

The children can be led to see that many of the desirable features of their own neighborhood are the result of group spirit. They may also see that in many cases an undesirable feature is the result of the failure of a single individual to act for the good of the group.

To introduce the reading, have the children find and read the unit title, "In the City Neighborhood." Then discuss questions such as the following: "What kind of neighborhood do you live in? What stores are in or near your neighborhood?" Call attention to the church and have the children tell about the churches in their neighborhood. Then ask, "Where do you go to have fun in your neighborhood? How do you get from your neighborhood to others?" Then say, "The stories in this unit will tell us about a city neighborhood. They will tell us how this neighborhood is like yours and how it is different from yours."

The City Neighborhood (Pages 76-77)

Yes or No (Pages 78-81)

After the children have read pages 76 and 77, lead them to discuss the following: "What is a neighborhood? What are the people in the picture doing? What do people in your neighborhood do? How is your neighborhood like the one in the picture? How is it different? Is there more than one neighborhood in a city?"

Then after the silent reading of each page or of the entire story, "Yes or No," ask questions such as, "Why didn't David want the children to go to the park? Did they go? Why not? How did they decide not to go?"

Discuss the trip that the children were planning to take. Develop the idea that they would need to plan for parents' permission, transportation, lunch, etc. Use the ideas developed in this discussion in making plans for a trip in connection with work page 105, "City Neighborhoods."

Center the conversation around the controversy that arose when Mr. Carrot disappeared. Lead the children to see that David's classmates considered the value of a trip to the park and the value of Mr. Carrot and decided which was the more important. Call attention to the line, "So Patty and Jim did what the others wanted to do," which emphasizes the democratic procedure of abiding by a majority decision. Ask the children to tell of examples of the way this principle has worked in their own classroom.

Where Is Mr. Carrot? (Pages 82-86)

Back at School Again (Pages 87-89)

After the silent reading of the stories, have the children list and discuss all the things David and his classmates saw while they were looking for Mr. Carrot.

Develop the idea that the neighborhood in the story consisted of a residential district and a small business district. Lead the children to see the advantages of a residential district, such as less noise, less danger from traffic, etc.

Then encourage the children to describe the residential areas in their neighborhood, list the businesses, and tell about the people who work in their neighborhood. Rural children may tell about neighborhoods they have seen in nearby towns or cities.

Plan a walking trip through the school neighborhood. The trip may have as its purpose the checking of businesses and workers previously discussed.

Call attention to the picture stories on pages 88 and 89 and have the pupils plan to record their trip, too. Some suggestions for this are: drawing pictures and writing stories as in "Back at School Again," making a picture-strip "movie" showing the businesses and work of the neighborhood, making individual booklets of stories and pictures of the neighborhood, and composing a dramatization highlighting the businesses and workers seen and discussed.

A Trip to the Park (Pages 90-92)

Follow the silent reading of each page or of the entire story by discussing questions such as these: "How did the children get to the park? What did they see on the way? What did David find out about streetcars?"

Encourage the children to compare David's school neighborhood with the large business district. Note the lack of residences and the larger size of the stores, etc. Then have the pupils discuss a large business district that they know and compare it with their own neighborhood.

Ask, "Do all the people who live in a neighborhood work there? Where do some of them work? How do they get to their work?" Develop the idea that transportation is both necessary and profitable in a city where people must travel from residential areas to places of business. Compare city transportation with that used by David in going to the country school, pages 8-11, and in coming to the city school, pages 40-42. Have the children tell how their own fathers reach their work.

Discuss how David learned that he should remain seated until the streetcar stopped. Encourage the children to tell of similar experiences. Explain what a "sense of humor" is and how it can help us, as it did David, overcome chagrin.

Jim Feeds the Squirrels (Pages 93-95)

Fast As the Wind (Pages 96-100)

After the stories have been read silently, choose some children to read them orally.

Give the children opportunities to discuss the park described in the stories. Then encourage them to tell of parks in their neighborhood. List the many kinds of activities possible and bring out the fact that these activities are fun

and are healthful as well. Develop the idea that parks are open spaces provided by the people of a city for the benefit of all. Ask, "Why are parks needed in a city? Are they needed in places like David's home?"

Discuss the responsibilities that go hand in hand with enjoying privileges such as that of a public park. Point out that the individual is obligated to obey rules which have been formulated to preserve common benefits. Call attention to the picture on page 93 and to the sign, "Do Not Feed the Animals." Talk about the necessity for having such rules and see if they can cite examples of other rules; e.g., "Keep Off the Grass."

Develop the idea that people who enjoy the privilege of having a public park are obligated to see that it is well kept by picking up papers, cleaning up after eating lunches, etc.

Then center the conversation upon Jim's unsocial behavior. Lead the children to see that, even though Jim's unwillingness to share the nuts was undesirable, he was not forcibly deprived of his property. However, because of his unsocial attitude, the other children avoided playing with him. Have the pupils read the parts of the stories which show the teacher in the rôle of arbiter. Elicit examples emphasizing the satisfaction that results from sharing experiences and possessions.

The Merry-go-round (Pages 101-104)

Ask questions such as the following after the silent reading of the story: "How did the children make the merry-go-round go? What do you suppose might have happened if only a few children had pushed?" Encourage the pupils to tell of their own playground equipment. Emphasize equipment which requires coöperation to be used.

Then ask, "Who found a good way to stop the merry-go-round? Why was it a good way?" Point out that Jim, because he had become alert to the needs of the group, provided leadership. Have the children recall how David and his classmates had excluded Jim from their sailboating and ask, "How do you think the children feel about Jim now?" Develop the idea that it is desirable to give an unsocial person many opportunities to improve his attitude.

City Neighborhoods (Page 105)

Have the children discuss the kind of neighborhood shown on this page. Compare it with neighborhoods previously studied. Call attention to the types of transportation pictured and discuss the uses of each. Have the children note also the necessity for safety signals and encourage them to tell of safety installations they have observed. Develop the idea that a city usually provides traffic policemen, safety patrols, etc., for the protection of its citizens.

At this point an excursion to a nearby point of interest may be planned. Discuss means of transportation, fare, time for the trip, parents' permission, etc. While taking the trip, have the children note as many types of neighborhoods as they can. Then, upon returning to the classroom, have them engage in an activity to illustrate various neighborhoods; e.g., making maps of some neighborhoods seen, painting a large wall frieze on brown wrapping paper, etc.

Miss Bell Talks to Jim (Pages 106-108)

Follow the silent reading of each page or of the entire story by asking questions such as these: "Why did David think the city children would like to come to the farm? Why didn't he want Jim to come? What do you think Miss Bell said to Jim?"

Encourage the children to recall and discuss trips they have taken together. Have them speculate about the things David's mother would need to think about before inviting the class. Point out that, since there are so many considerations, arrangements for entertaining large groups should usually be initiated by adults. Children can help in carrying out the plans.

Then center the discussion upon the way Miss Bell helped David see that, since Jim was a member of the group, he should be included in the plans. Help the children realize that discordant elements are often present in life and that adjustments must be made to them. Be careful to avoid calling attention to children in the class who are having difficulty in overcoming unsocial attitudes. The story will do much to help them and to give them a picture of the teacher as an understanding and sympathetic person.

Summary of Unit Three

The children should leave this unit with the realization that a city is a group of different kinds of neighborhoods, that a good neighborhood calls for group planning and group action, that individual satisfaction may be derived from whole-hearted cooperation in group enterprises, and that the penalty for antisocial behavior is ostracism from the group. These principles may be reviewed by having the children compare the several neighborhoods of the story with those with which they are familiar, by comparing those episodes of the story which illustrate the successful application of democratic principles with similar experiences of their own, and by having individual children tell how their own antisocial actions have incurred group disfavor.

Children who are inclined to label Jim as a "bad boy" should be reminded of Miss Bell's own analysis of him as an "unhappy child." Explain that Jim acted the way he did because he was unhappy, that he was unhappy because he was not liked by the rest of the group, that he was not liked by the rest of the

group because of the way he acted. By pointing out the nature of the circle in which Jim is caught and by showing that his classmates have done little to help him break it, the teacher can lead the children to look upon Jim, and children like him, with more of sympathy than antagonism.

Implications for Parent-Teacher Coöperation

The need to develop a spirit of coöperation in children may be discussed with parents. Point out that since the child will spend most of his life in one or more groups it is vital that he learn to become an effective member in group living. This means that he must be able to stand up for his own rights at times and also be willing to follow the leadership of others when necessary. Suggest that the child be encouraged to try out his ideas so that he will build confidence in himself and in his ability to initiate activities. Aid him to see also the value of being able to follow the ideas of others. Give him many experiences which will tend to develop the ability to lead as well as to follow.

The ability to use good judgment is another subject which the teacher may discuss with parents. Point out to them that patient guidance is necessary to encourage the child to make wise choices. Suggest that a simple beginning be made by helping the child select such things as the clothing he is to wear for the day, clothing to be purchased, activities to be carried on, etc. Then, by example, discussion, and guidance, gradually lead him to consider the right and wrong values of different patterns of behavior.

UNIT FOUR

In the Country Neighborhood

Preliminary Activity and Discussion

The stories in Unit Four tell about the trip David's class made to his farm. The child reader will gain an increased understanding of the country neighborhood through reading and discussing the following: the child as a farm worker; recreation as a part of farm life; the farm as a home; the farm as a business; farm animals as producers of income; and the city and farm as interdependent communities.

As in Unit Three, the type of activity selected by the teacher will depend upon whether her school is urban or rural. A visit to a farm is especially desirable for city children, and a visit to different types of farms would be valuable for rural children.

In a city school the teacher might ask, "What would you want most to see if you were asked to visit David's farm? What would you like to do there? What do you think you would have to eat?"

In a rural school the pupils might be encouraged to suggest ways of entertaining a group of city children. Ask, "What do you think city children would like to see on your farm? What would you have to explain to them?"

In either a rural or a city school the children might produce a play contrasting the differences between farm and city life, making scrapbooks of pictures of country and city scenes, or collect pictures of different kinds of farms to make a bulletin-board display.

The discussion should lead to these generalizations: (1) that farm life combines home and business; (2) that children on a farm are able to help in the business as children in a city are seldom able to do; (3) that the farmer produces food for city people as well as for himself; (4) that the farmer makes money from the food he sells to city people; (5) that the farmer is dependent upon his animals for at least a part of his living, and that the animals are dependent upon the farmer for their food, shelter, and general care.

Morning at David's Farm (Pages 110-111)

Good Farm Helpers (Work Page 112)

Have the children compare the neighborhood on pages 76 and 77 with the one on pages 110 and 111. Encourage them to talk about the buildings, the space, and the activities. Lead them to compare also city and country neighborhoods that they know about.

Then, after the silent reading of pages 110 and 111, center the discussion around morning work on a farm. Call attention to the line, "And David will help him," and ask, "How do you think David will help with the morning work?"

Have the children discuss the pictures and answer the questions on work page 112. Encourage rural children or those who have visited on farms to tell how they have helped with morning chores. City children may describe work they do in the morning, such as tidying their rooms, bringing in the morning newspaper, etc.

Then ask questions such as these: "Where does David's father work? Where does David work? Where does your father work? Can you go to work with your father?" Develop the idea that the farm child's work is important in that it contributes to his parents' business, but that the city child's work is important, too, in that it helps maintain the home.

Here They Come (Pages 113-118)

After the silent reading of each page or of the entire story, ask questions such as these: "Who were coming to David's farm? Why did Ruth call David so many times? What had happened to Ruth?"

Encourage the children to discuss the extra work David's mother had to do because his class was coming to the farm. Call attention to the pictures on page 113 to illustrate how David and his father shared some of this work. Let the children suggest other ways that David could help his mother before and after the arrival of the guests. Have the pupils relate experiences they have had in helping their mothers entertain guests.

Then talk about Ruth's excitement and impatience. Point out that she distracted David from his work. Direct attention to the line, "Why don't you go to the orchard and play with your pets and toys?" and develop the idea that sometimes children can help best by staying out of the way.

Discuss the picture on page 116 and David's introduction of his parents to Miss Bell and the children. Encourage the children to dramatize methods of making introductions.

The incident of finding Ruth asleep can serve as a lead for conversation about brothers and sisters. Have the children tell of funny things younger brothers and sisters have done and of fun they have had together. Lead the children to appreciate the value of companionship with a younger child.

Jip's Turn (Pages 119-122)

Choose some children to tell the story after it has been read silently. Then give them opportunities to relate experiences they have had on farms. Compare the types of play possible on a farm with those in a city.

Ask, "Who wanted to be the first to ride Tim? Who said, 'We must take turns'?" Call attention to the fact that David, as host, assumed leadership in settling the problem of who should ride first. Ask, "Why did David say, 'Let the girls ride first'?"

Discuss the change in Jim's attitude, leading the children to the realization that the improvement resulted in increased enjoyment for all the group and in increased popularity for Jim. Develop the idea that it is desirable to work for self-improvement in order to win the approval of the group, but that group approval should not be the only standard by which to judge our own actions—self-approval is also important.

Then say, "How do you think Miss Bell felt about the way Jim behaved? Why do you think she would be happy? Read the lines that make you know how she felt." Lead the children to understand that the teacher is a sympathetic friend who is happy about the successes of her pupils.

Dinner in the Orchard (Pages 123-126)

Follow the silent reading of the story by having some children read it orally. Then give the children opportunities to tell of experiences they have had when they and their families have eaten outdoors and emphasize how good the food tastes on such occasions.

Call attention to the line, "You have good things to eat on your farm, David!" Ask, "What good things do you see in the picture? What foods do you think were grown on David's farm? Which ones do you think his mother made? What food did his father make?" If the children haven't seen an ice-cream freezer such as the one in the picture on page 123, explain how it works. If one is available, have the children plan to make some ice cream for a party or a picnic.

Discuss the robin family and have the children name all the things that were learned about robins. Develop the idea that a farm is a good place to observe and to learn from nature. Encourage the children to list all the things they have learned about birds, flowers, trees, insects, etc., in the country. Compare this with the nature study possible in the city. Help the children conclude, then, that the farm, with its abundant sources of food, its healthful environment, and its many opportunities for observing nature, is a good home.

Making Money (Pages 127-129)

After the silent reading of each page or of the entire story, ask questions such as, "Why are there no orchards in cities? What did Mrs. Hill show the children? What was it that Billy called a funny-looking hen?"

Develop the idea that the farm is a business by discussing ways by which David's family earned money. Have the children add other products which were probably produced on David's farm in addition to those mentioned. Encourage the children to tell what products are sold to earn money on the farms they know about.

Then call attention to the line, "Then we get money for them, and you get food to eat." Lead the children to gain an understanding of the interdependence of the farm and city by discussing questions such as, "Why couldn't the people in the city get along without the people on the farms? Why couldn't the farm people get along without the city people? How do they help each other?"

Center the conversation around the chickens that the children saw. Introduce the word *incubator* for oral use in connection with the machine. Have the pupils tell how it works or initiate an investigation to find out about it.

Helping on the Farm (Pages 130-131)

The Birthday Hen (Pages 132-133)

Ask questions such as the following after the silent reading of the story: "How did the children help David? How did Mrs. Hill earn money? What did David buy with the money he earned?"

Have the children relate experiences they have had while doing farm work. Then discuss the way the eggs were gathered and packed. Initiate an investigation to find out more about egg production and distribution. Emphasize again that all the members of the farm family share in the work.

Then ask, "Do you think Jim liked the farm? How can you tell that he did? How did David and the other children feel now about Jim?" Develop the idea that it is desirable to recognize improvement in others.

Discuss the way in which David earned money. Develop the idea that owning the hen enabled David to earn money, but that the ownership also brought with it responsibilities. Call attention to the line, "But it is work, too," and have the children tell how David would probably care for the hen. Encourage the pupils to tell how they work to earn money.

A Ride with the Horses (Pages 134-136)

Animal Houses (Work Page 137)

After the silent reading of the story, ask questions such as the following: "How did Mr. Hill show the children his farm? What did they see on their ride?"

Give the children opportunities to tell of experiences that the hayride calls to their minds. Then say, "David and his friends had fun on the hayride. But they saw many interesting things, too. Tell about the things they saw." Discuss

the growing of corn and the uses of corn. Clarify the differences between fields and pastures by comparing the cornfield and the pasture in the pictures and comment on their uses. Call attention to the large amount of space necessary for both. At this point, the teacher may wish to initiate a study of foods produced on farms in nearby areas. Plans may be made to visit such farms, to find out how the foods are produced and marketed, and to discover what part is played by the city in connection with the foods.

Have the children read and discuss the work page, "Animal Houses." Explain how each house is designed to fit the needs of the animals that occupy it by calling attention to the doors, roofs, food storage spaces, etc. Encourage the children to tell of other farm buildings which they have seen.

A Funny Name (Pages 138-140)

After the silent reading of the story, choose some children to read it orally. Then ask, "Why do you think Valentine was a good name for the cow? Can you think of another one?"

Encourage the children to tell about their pets and how names were chosen for them. Emphasize names which are especially suitable.

Then give the children opportunities to tell of humorous experiences they have had with other members of their families. They may enjoy dramatizing family jokes and presenting them to another class.

Call attention to the picture on page 138 and elicit the statement that the cows are being brought from the pasture to the barn for milking. Explain that cows are usually milked twice a day, early morning and late afternoon or evening. Discuss the value of dogs in regard to the herding of animals.

Jim Milks a Cow (Pages 141-145)

Other Farm Machines (Work Pages 146-147)

Ask questions such as the following after the silent reading of the story: "Why did Mr. Hill bring one cow outdoors? Who learned to milk the cow just a little? How were most of the cows milked?"

If any of the pupils have milked cows or have seen them milked, let them relate their experiences. Discuss the way in which Jim found out that milking is a skill which must be acquired by training, practice, and perseverance. Have the children tell of other things which look easy to do but which really require skill.

Have the children recall the discussion in connection with the incubator. Ask, "Why do you think milking cows by machine would be better than milking them by hand?" Develop the idea that milking machines, by saving time, enable the farmer to milk more cows than would be possible by hand.

Have the children read and discuss work pages 146-147. Then have them plan to find out more about the clippers for shearing sheep, the cream separator, and the butter churn. If possible, give the children opportunities to observe actual farm machines. Point out that these machines enable the farm family to produce goods to sell. In return for the goods, a money income is received for the support of the family. Encourage the children to describe other machines they know about and to tell how they promote efficiency.

The Farm and the City (Pages 148-153)

After the silent reading of each page or of the entire story, ask questions such as the following: "When did the children leave the farm? How did they thank the Hill family? What does David want to do when he grows up?"

Discuss Miss Bell's care of the children in her charge and review other stories in which she helped with children's problems. Point out that, while the children are with her, she is their guardian.

Lead the pupils to see that a thank-you letter, such as the one written by David's classmates, is a necessary social grace. Have the children tell about thank-you letters they have written.

Then center the conversation around the pictures which came with the letter. Bring out the idea that the farm supplies the city with meat as well as with vegetables, grains, etc. Use the pictures and text on pages 150, 151, and 152 to contrast briefly the work done in the city and on the farm and extend the discussion to include farm and city work not shown in the pictures.

Ask, "How did David feel about the city? Why do you think he would like to be a farmer?" Encourage the children to tell about some things they look forward to doing when they are grown up.

Summary of Unit Four

To summarize the unit, encourage the children to plan a dramatization highlighting country life. Include the work done by all members of the family, the farm as a home and a business, the importance of machines, and examples of the production of specific foods. Then review the discussions held at the end of Unit Three to emphasize the differences between farm and city environments.

Implications for Parent-Teacher Coöperation

The discussions of work experiences in Unit One and of insecurity in unfamiliar situations in Unit Two may be used in connection with this unit also. In addition, the reading and discussion of the stories in Unit Four may provide opportunities for talking with parents about the attitude of the child toward brothers and sisters.

Point out to parents that a certain amount of friction is to be expected in brother-and-sister relationships. As each child grows in his ability to be independent, there are bound to be some clashes of wills. However, it is wise to prevent deep-seated resentments from developing. Suggest the following to parents: Give each child the knowledge that he has a secure place in the family group; include each child in work and play activities according to his ability; avoid making comparisons between children; give children many opportunities to help each other and make such helping pleasant.

Develop the idea, too, that family jokes and good times help not only to avoid frictions but also to unify the participants. Lead parents to see the value of planning together for surprises, parties, and treats and of enjoying recollections of fun—the “Do you remember?” experiences that do so much to cement family ties.

Parents of a child like Jim may find in his story a clue to the solution of their problem. Jim is a typically aggressive child, the kind who can become either an outcast or a leader. Heretofore Jim has expressed his assertive nature only by efforts to deprive his fellows of their privileges, and he has therefore not been accepted as a member of the group. Here in this final story Jim’s aggressiveness takes the form of leadership for the good of the group as a whole, a kind of aggressiveness immediately acceptable to his fellows. Parents should realize that children like Jim must be given opportunities for unselfish leadership so that the child himself may learn that his greatest personal satisfaction comes as the result of acting aggressively for the good of others.

Summary of the Book

The reading, discussion, and activities carried on in connection with the stories in *Hello, David* should have increased the child’s understanding of the difference between and yet the interrelation of the farm neighborhood and the city neighborhood. He will have gained a fund of facts about transportation, food production and distribution, and educational and recreational facilities in respect to both farm and city. He will also have learned much about the problems faced by an individual in his adjustment to the school group.

The teacher also should have gained much knowledge from the discussions. Everything she has noted will help her understand the problems which face the children in her class. She, in turn, may use this knowledge on proper occasion to work with the parents to aid them in solving problems with their children.

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Hello, David

A STUDY OF A SCHOOL NEIGHBORHOOD

by PAUL R. HANNA *and* GENEVIEVE ANDERSON HOYT

WILLIAM S. GRAY, *Reading Director*

*Illustrated by Eleanor Campbell, Walter Oschman,
and John Osebold*

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David
at the
Country School



David's School

This is David's school,
a one room school in the country.

Big children, little children,
brothers and sisters
are all in one room.

And they are all David's friends.



It is night, and the children
are home in bed now.

But they will all come back
to the one room country school.

Big children, little children,
brothers and sisters.

David's friends and David, too.



Hello, David

Away went David to school.

"Go fast, Tim," he said.

"I want to get to school soon."

Trot, trot went the little pony
with David.

Trot, trot, trot, trot.

Down the road to school.

Honk, honk, honk!

Down the road came Jack.

"Hello, David!" he called.

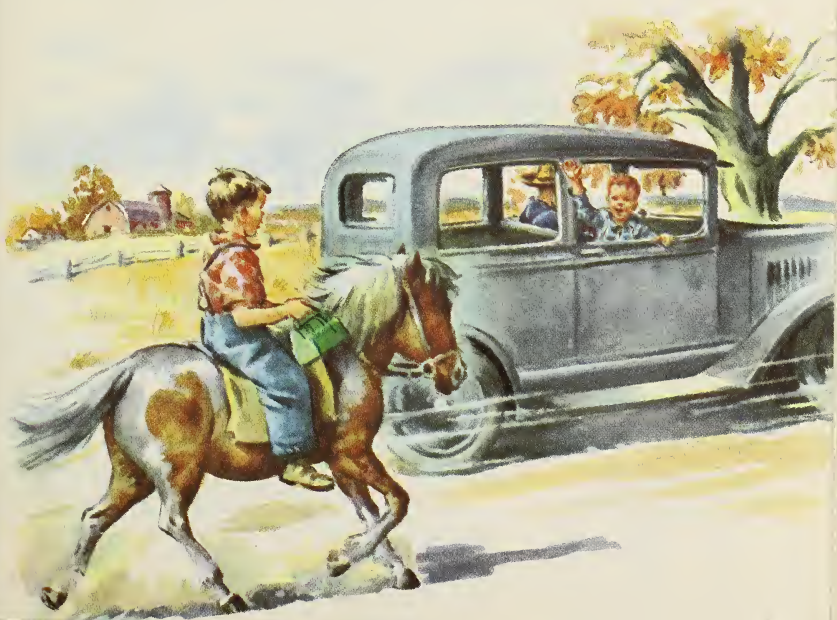
"Good-by! Good-by!"

And he laughed and laughed.

"Oh, Tim," David said.

"See Jack in the car.

Now he will get to school first."



Trot, trot, trot!

David and the little pony
went on down the road.

Soon they came to the car
with Jack in it.

David laughed and laughed.

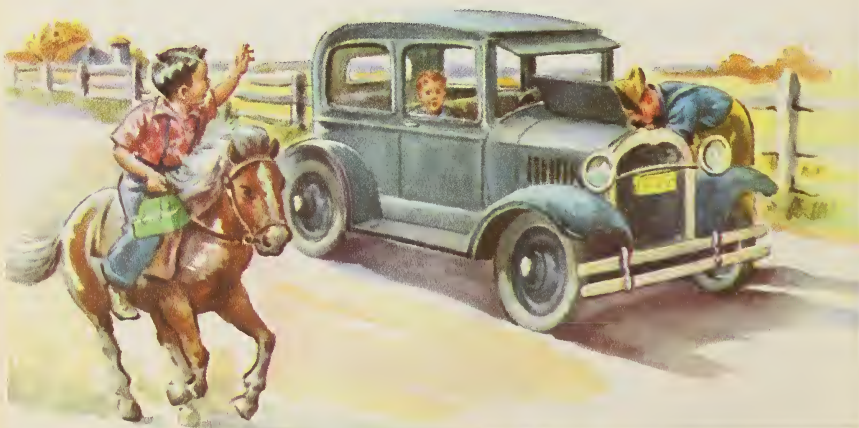
"This is fun," he thought.

"That old car will not go.

Now I will get to school first."

"Hello, Jack," he called.

"Good-by! Good-by!"

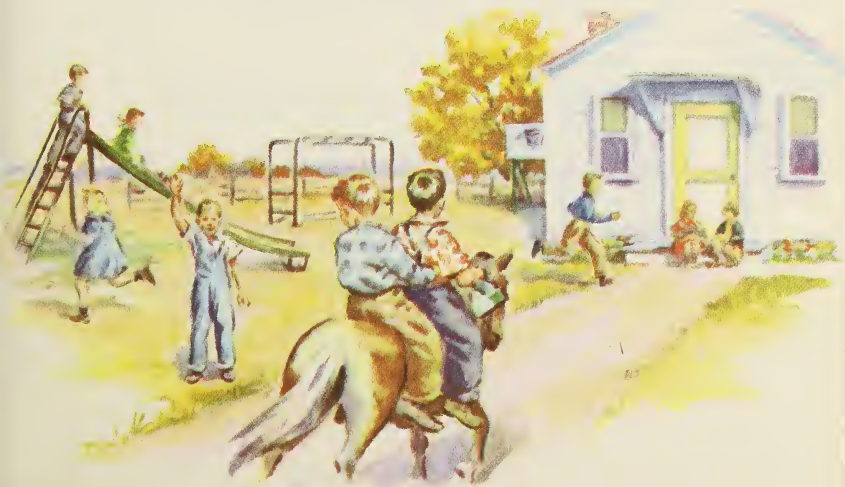


David and the little pony went on.
But David was not happy.
Soon he said, "Stop, Tim, stop.
You and I must help Jack
so he can get to school on time."

Back went David and Tim
to the old car.

And away went the little pony
with the two boys.

They did get to school on time.





Work at the Country School

Here is Miss Black helping
David and Jack read.

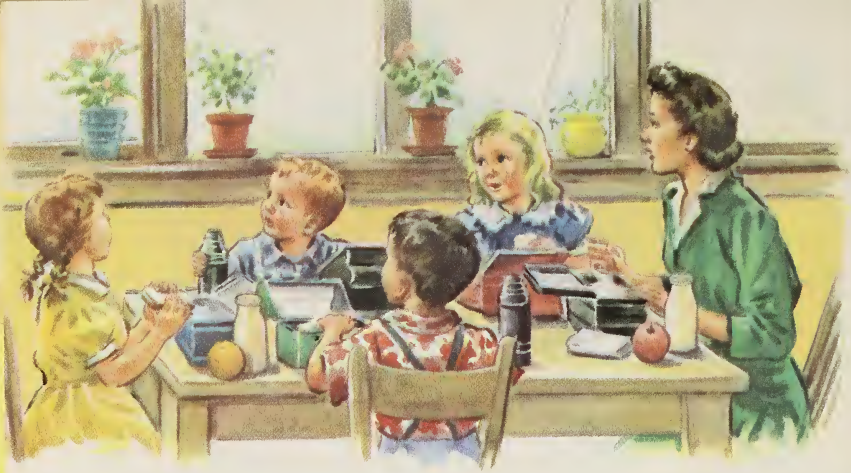
How is the big girl helping
Miss Black?



Dick wants to make something
that will fly.

But first he must read how
to make it.

Tell what he wants to make.



A Rabbit Comes to Lunch

The children in David's school did not go home for lunch.

They ate at the school, and so did Miss Black.

"I hear a dog," Miss Black said at lunch time.

"What is he doing?"

Children, do you hear a dog?"

"I hear a dog," said David.

And all the children said, "Yes!

We hear one, too."

"Bow-wow," said the dog.

"Bow-wow-wow-wow! Bow-wow!"

Miss Black went to look.

"Oh, children!" she said.

"Come and see.

A big dog is running
after a rabbit."



The children ran to the door.

"Come on, little rabbit, come on!"
called David and Jack.

On came the rabbit, but
on came the big dog, too.

"Oh, Miss Black!" said Sally.

"Can't we do something to help
the little rabbit?"

Can't we do something?"



Miss Black thought fast.

"Get back, children," she called,
"into the school house! Now!"

In ran the children.

Jump! In went the rabbit.

And in ran Miss Black after him.

But the big dog did not get in.

Bang went the door.

"Bow-wow-wow," said the big dog.

"Bow-wow-wow-wow-wow!"





The New Pet

"Pretty little rabbit," said Sally.

"The big dog can not get you now.

Come to me, little rabbit."

But the rabbit did not come.

Miss Black said, "The little rabbit
will not come to you now, Sally.

But maybe he will come to you
after we eat lunch.

Let's eat our lunch now."

The children ate lunch.

Hop, hop went the little rabbit
here and there, here and there.

After lunch Dick said, "Come to me,
little rabbit.

I will make a house for you,
and you can be our school pet."

But the rabbit did not come.

Hop, hop, hop he went
here and there, here and there.

Then David said, "See what I
have for you, little rabbit.

It was in my school lunch.

But I did not eat it.

I wanted you to have it.

Come and get it, little rabbit."

Hop, hop went the rabbit to David.



“Oh, what a funny carrot man,”
laughed Sally.

“Look, look,” said David.

“Little rabbit likes my carrot man.
So let’s name him Mr. Carrot.”

“Yes! Mr. Carrot is a good name
for our pet,” the children said.

“And a carrot is a good lunch
for him,” said Miss Black.

“Hello, Mr. Carrot, hello!”



A House for Mr. Carrot

Dick was a big boy.

He could make good rabbit houses.

Bang! Bang! Dick was making
a house for Mr. Carrot.

How did David and Jack help?



Helping Miss Black

David and Jack thought it was fun to help Miss Black after school.

Look at this picture and tell how they are helping her.

At the one room country school
there was work to do every day.

But the children were good helpers.

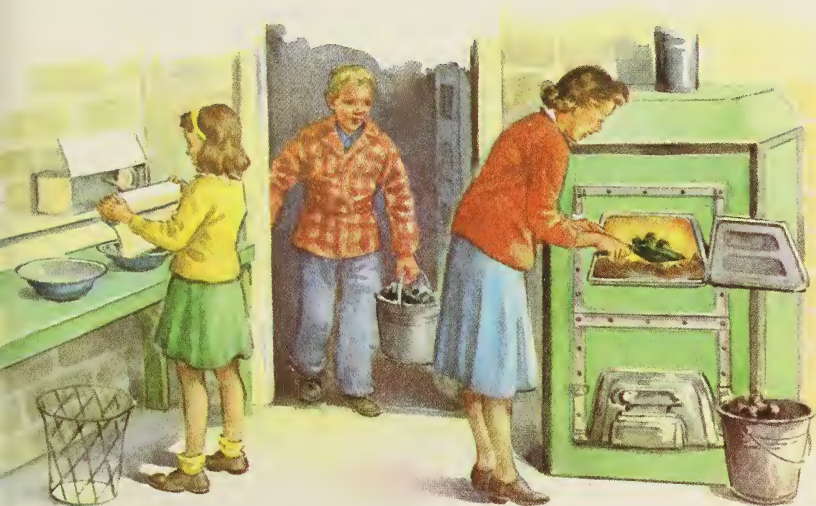
So Miss Black did not have to do
all the work.

Look at the picture.

Tell how Dick is helping her.

Tell how the girl is helping.

How do you help at your school?





Ding-dong Bell

Ding-dong went the school bell.
Ding-dong, ding-dong, ding-dong.
And into the school house went
all the children.

Four times a day the bell went
ding-dong, ding-dong, ding-dong.
And the children came running.

"I wish I could ring the bell,"
thought David.

"I wish I could ring the bell,"
thought Jack.

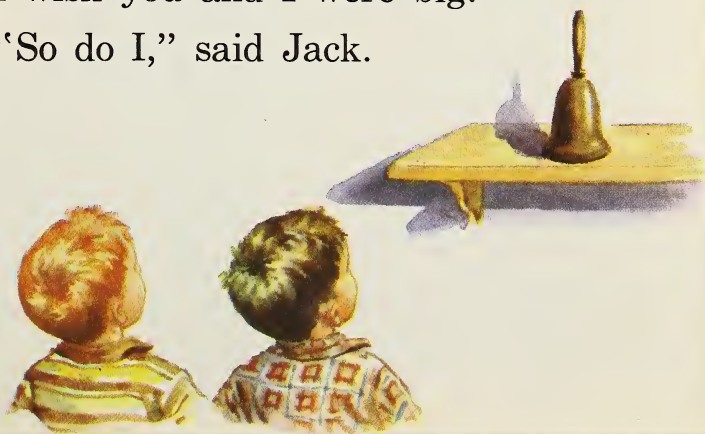
Miss Black let the big children
ring the bell.

But she did not let Jack and David
ring it at all.

One day David said to Jack,
"The big children ring the bell
all the time.

I wish you and I were big."

"So do I," said Jack.



Dick was a big boy.

He helped Miss Black every day.

But one day he was not at school.

"Jack," said David, "you and I are not big like Dick.

But the two of us can do what one big boy can do."

So they did the work that Dick did when he was at school.



"Thank you," Miss Black said.

"You boys are good helpers.

Good helpers like you may ring
the bell for me."

"May we, Miss Black?" said Jack.

"Oh, may we?" said David.

And they ran to get the bell.

Soon it was time for the children
to go in to school.

Ding-dong, ding-dong went the bell.

And it was Jack and David who
made it ring.





The Party

One night after dark the children
all came back to the country school.

And the little sisters and brothers
came, too.

So did the mothers and fathers.

And so did the grandmothers and
grandfathers.

They all came to a party.

The mothers and grandmothers
came with food for the party.

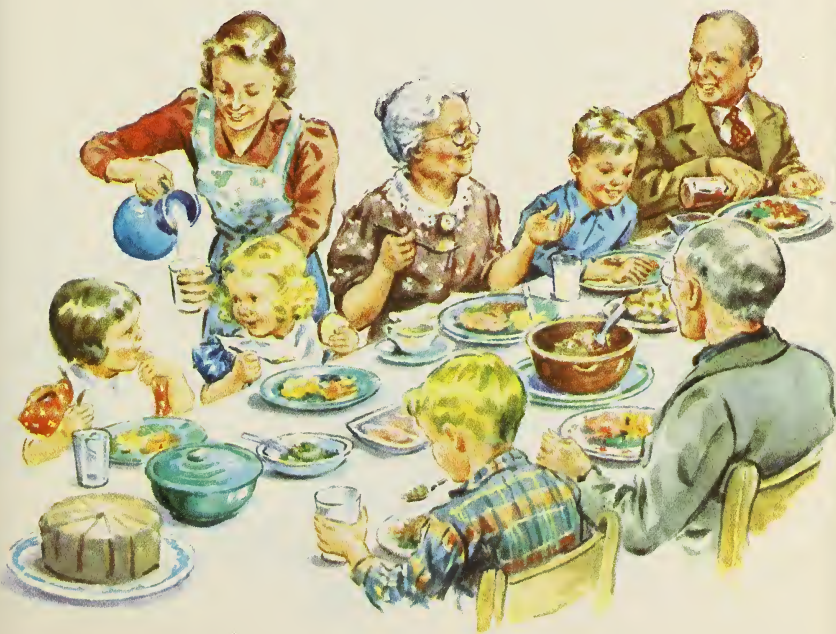
Oh, what good food it was!

Soon it was time to eat.

"I like this party," said Ruth.

Ruth was David's little sister.

"This is a good, good party."



After dinner they all had fun.

"Look, Dick," laughed David.

"Look at your father."

"Oh, Father," said Dick.

"You are too big for our school."

"No, Dick," said his father.

"The things in your school are
too little for me."

He laughed and laughed.





At last it was time to go home.

"Good-by, Miss Black," David called.

"Good-by, Dick. Good-by, Jack."

Oh, how sleepy David was,
and how sleepy Ruth was, too.

The day after the party David
did not have to get up for school.

It was not a school day.

Guess what day it was.



The Mothers and Fathers Help

Here are some of the mothers and fathers helping at David's school.

How are the fathers helping?

How are the mothers helping?



Hello and Good-by

One morning all David's friends
were at school.

But David was not there.

"Where is David?" said Miss Black.

"Jack, did you see him this morning
on the road to school?"

"No, Miss Black," Jack said.

"I did not see him at all."

"David is always on time,"
said Dick.

"Where is David?"



“Here I am,” said David.

“I came to say hello and good-by.”

Sally said, “Oh, David, how funny.

We do not say hello and good-by
when we come to school.

We just say hello.”

“I must say hello and good-by
this morning,” David said.

“My father and mother have
a new farm.

So I can not go to this school.

I must go to another one.”

"We wish you did not have to go,"
said Miss Black.

"Where is your new farm?"

David said, "Our new farm
is just a little way from the city.

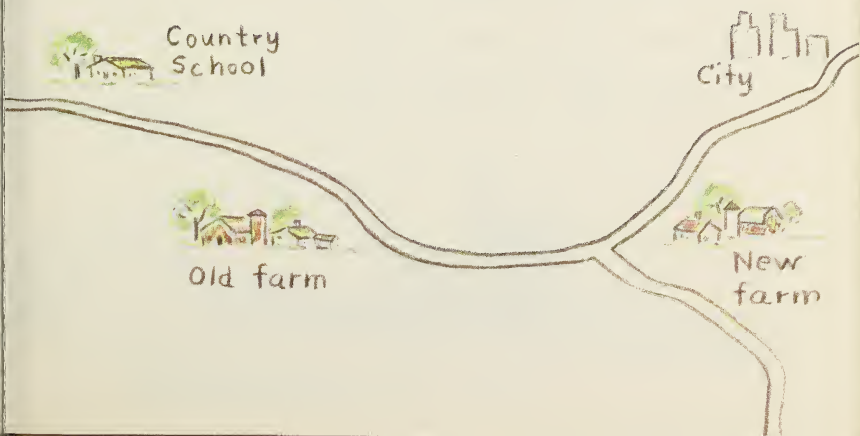
So I must go to the city school.

Look! Father made this picture
so you could see where I must go.

See our old farm and this school.

See our new farm and the city."

The children looked and looked.



"I do not want to go away from this school," David said.

"All my friends are here."

"Take Mr. Carrot," said Jack.

"Then you will always have one friend from this school."

"Yes," said all the children.

"Take Mr. Carrot with you."

"Oh, thank you," said David.

So home went David and Tim from the country school for the last time.

Trot, trot, trot, trot.

And Mr. Carrot went with them.



David
at the
City School



The New Farm

Honk! Honk! Honk!

This is the road to the city.

David's new farm is on this road.

So David will ride to school
in this big yellow school bus.



Honk! Honk! Honk!
Every day David will ride
to the big city school.
He can not go to the country school.
He must go to the city school now.
The big, big school in the city.



Hello, David

It was time for David to go
to the city school.

Honk! Honk! Honk!

Along came the big bus, and
it stopped for David.

"Hello, David," called the man
in the bus.

"Your father said you were going
to the city school this morning.

We are going there, too."

"Hello, David, hello,"
called the children in the bus.

"We know your name."

"Oh, Mother," said David.

"The children all know me."

"Yes, David," said his mother.

"And you will soon know them.

It will be fun to ride
in that big bus every day.

And it will be fun to go
to a big city school

Good-by, David, good-by."

Away went the bus with David
and the other children.

"I wish I could go to school,"
Ruth said to her mother.

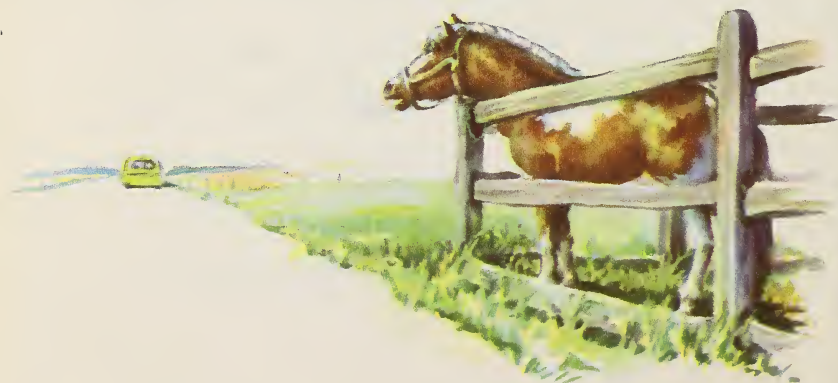
"Ee-ee-ee-ee," went Tim, and he
began to run after David.

"Look, Mother," said Ruth. "Tim
wants to go to school, too."

"Ee-ee-ee," went Tim again.

But David did not hear.

He was on his way to the city school.





Come Along with Me

"Well!" said David when they
came to the school.

"I thought city schools were big.
But not this big.

How can I find my room?"

"Just come along with me,"
said another boy from the bus.

"I will take you to the principal."

Mr. Town was the principal.

David had a letter for him
from Miss Black.

"Well, well," said the principal
as soon as he began to read it.

"So you went to a one room school
in the country.

When I was a boy, I went
to a country school, too."



"Oh, Mr. Town," David said.

"Did you live on a farm?"

"Yes, David," said the principal.

"And our school had just one room.

It was a good school.

But city schools are good, too.

You will like this one.

Just come along with me, and I
will take you to your room."



David and the principal walked along. They saw first one door and then another.

But at last Mr. Town stopped and said, "Here is your room."

Then they went in.

There was Miss Bell.

And what a surprise! There was David's old friend, Tom White.



"Oh, Miss Bell," Tom said.

"David did live on the farm
next to my grandfather's farm.

He is one of my good friends."

"Well, David," said Miss Bell.

"I am glad you have one friend
at this school.

Now you will not get lost."

"Oh, Miss Bell," laughed David.

"I know I could not get lost
at this school.

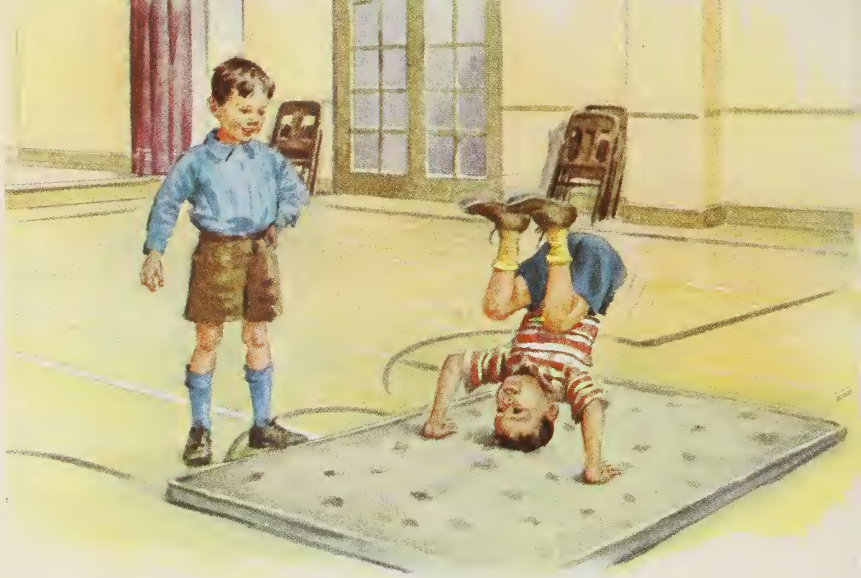
I am glad to see Tom again.

But I could not get lost here.

When I do not know where to go,
some one always says,

'Just come along with me.'

And that is what I do."



David Sees the School

Many, many children can go
to this room at one time.

Tom said, "This is where we
come when we have an assembly.

We come here to play, too."

What is an assembly?



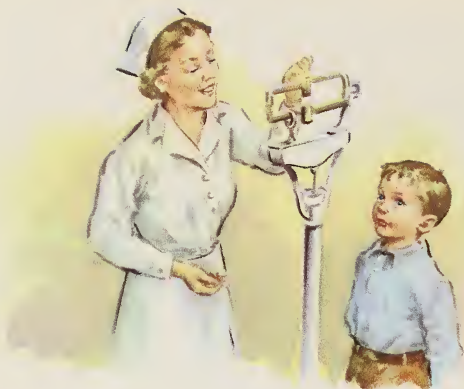
This is the lunch room.

Some children eat lunch here
every day.

Some children eat lunch here
when it rains or snows.

Do you eat lunch at school
every school day?

Do you eat lunch at school
just when it rains or snows?



Miss Street helps all the children,
and she helped David.

What is Miss Street?



Tom took David to see Mr. Brown.
What is Mr. Brown?

In David's Room

The children in David's room sang and sang. David sang, too.

Then the children began to read some pretty blue books.

David had a book to read, too.

"I like this book," he thought.

Then some of the children made pictures.

So David made a picture of the one room country school.



"See what I made," David said
to Jim, one of the other boys.

Jim looked at David's picture.

"Oh, what a funny picture," he said
And he laughed and laughed.

"It is not a funny picture,"
David said.

But he put it in his pocket.

He put it in his pocket
so the other children could not see it.



That night David's family wanted to see what he had made at school.

So he let them see the picture he had in his pocket.

Mr. Hill said, "I like this."

Mrs. Hill said, "Let's put it up where we can see it all the time."

And Ruth said, "David can make pretty pictures, can't he?"

Then David was happy again.

When he made another picture, he let all the children see it.

No one laughed but Jim.

"Well!" thought David, "Jim is just one boy.

The other children like my picture. And so do I!"



David's Turn

"Look, David," said Tom one day when they went out to play.

"Jip is here at school.

Funny Jip! He likes to slide down the slide with us."

Down the slide came Jip and Susan White.

And down came Jane after them.

"Hello," called Susan when she saw David with her brother, Tom.

"Come and slide down the slide. You may have my turn."

"Thanks," said David.

But just then Jim came running up and pushed David away from the slide.

"Jim!" said Tom. "It is not your turn. Let David slide first."

"No, I want to go first," said Jim. And up the slide he went.

"I wish Jim did not go to this school," David thought.

"I don't like that boy."

Jim sat down on the slide.

"Bow-wow," said Jip.

He wanted another ride.

So up the slide he went and
jumped up on Jim.

"Stop, stop," called Jim.

"Help! Help!

Tom, make your dog stop."

Down the slide went Jim,
head first, with Jip on him.





"I fell!" Jim said.

"I fell down the slide!

That dog jumped on me. So I fell."

"Don't be a baby," laughed Jane.

"Jip was just playing."

And David said, "You wanted
to go down the slide first, Jim.

And you did go down first.

Head first!"



Thank You, Mr. Brown

One day Sally said, "I have a new puppy, and I am going to paint a picture of him."

She began to paint a picture of a puppy with a funny little tail.

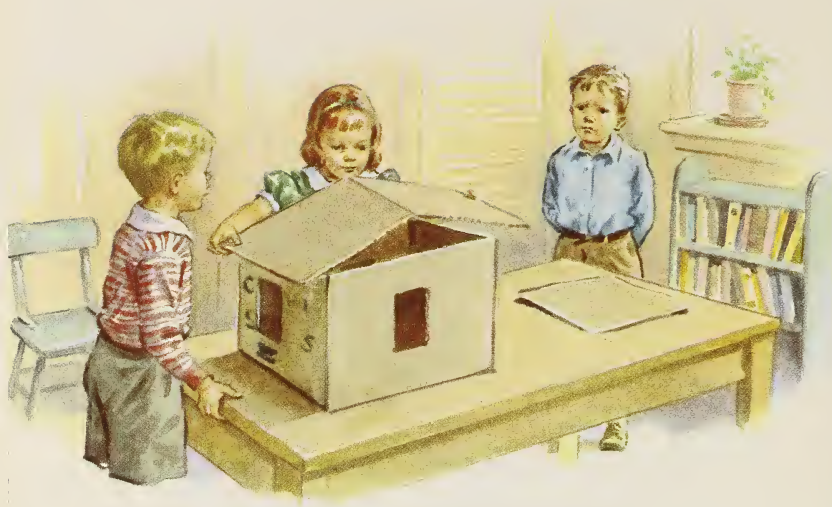
The other children began to paint pictures of toys and pets, too.

Then Miss Bell put the pictures up where all the children could see them.

David painted a picture of his pony.
He painted Mr. Carrot, and his hen,
his dog Spot, and his cat Mew-mew.
"See all of David's pets," said Tom.
"One, two, three, four, five.
David has five pets."

"He has a pony," said Jim.
"I wish I had a pony."
"He has a rabbit," said Jane.
"I wish we had a rabbit here
at school."

"Do you?" said David.
"Then you may have Mr. Carrot."
But Jim said, "First we must make
a rabbit house for him to live in.
I know how to make one."
"We will help," said the others.



The children worked and worked.
But David did not like the house
that they made.

"We must make a good house,"
he said, "or Mr. Carrot will run away."

"Maybe Mr. Brown will help us,"
said Billy.

"I know that he could make
a good rabbit house."



Mr. Brown was a busy man, but he was glad to help the children.

The next day Mr. Carrot came to the city school with David.

He saw the fine new house, and he saw a big yellow carrot in it.

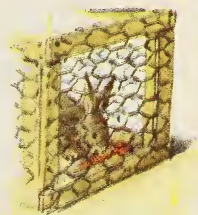
Hop went Mr. Carrot into the house.

The children were so happy that they just looked and looked.

"Now we have a school pet," they said.

"Thank you, David.

Thank you, Mr. Brown."





Mr. Brown Again

Mr. Brown can do many things.
Do you have a good helper
like Mr. Brown at your school?
What is his name?



Peter Comes to School

Splash! Splash! Splash!

Down came the rain.

David saw Mrs. White and Peter come to school with Tom and Susan.

"Hello," said David. "Did you come to hear Tom and me read?"

"No, David," said Mrs. White.

"I came to see the principal.

Susan has lost her umbrella, and I must find it or get her a new one."



When they saw Mr. Town, he said,
“What color is your umbrella?”

“Red,” said Susan. “There it is
under that big ball.

Oh, I am so glad I have found it.”

“Ball, ball,” called Peter.

And Mr. Town said, “Peter, I wish
you could have that ball.

But some little boy lost it, and
soon he will come here to find it.”

"Ball, ball," said Peter again.

Susan said, "That green ball is the color of one he has at home.

So he thinks that ball is his."

"Come, Peter," said Mrs. White.

"Susan has found her umbrella.

Now you and I must go home."

But Peter did not want to go home.

He wanted the big green ball.

"Oh, Mother," said Susan. "Peter is too little to come to school."



David said, "I know what I can do to make Peter happy."

Away he ran, and soon he came back with something funny for Peter.

"Look, Peter," he said. "I made this funny cow in school.

You may have it.

Moo, Peter. Moo, moo."

Peter looked and looked.

Then he began to laugh.

"Moo, moo," said Peter.





Hurry! Hurry! Hurry!

One day after lunch the children
were all coming back to school.

Tom saw his friend, Mrs. Gray.
And he stopped to talk.

Then the school bell began to ring.

As soon as the bell began to ring,
the children began to run.



"That boy is running over my yard," Mrs. Gray said to Tom.

"How can I have a pretty yard when so many children run over it?

I wish I did not live next door to a school."

"Oh, Mrs. Gray," Tom said.

"I always run over your yard, too, when I am in a hurry.

I guess I don't stop to think what my feet will do to it."

"Well, Tom," laughed Mrs. Gray.

"I guess that is why the others run over my yard.

They just don't stop to think.

I like children, but I like a pretty green yard, too.

So please ask all your friends to stop and think after this."

"Yes, Mrs. Gray," Tom said.

Then he began to laugh, too.

"But, Mrs. Gray," he said.

"The children can't stop and think after they hear the last bell ring.

I guess they will have to run and think.

They will have to run and think where they are running."



A Good Assembly

The children in the city school
were all coming to an assembly.

Big children, little children,
brothers and sisters.

David's new friends and David, too.

David thought, "Now this school is like the country school.

All the children are in one room."

Then he saw Tom.

Tom was with the principal.

"Why is Tom up there?" he thought.

But he could not guess.

All the other children thought,

"Why is Tom with the principal?"

But they could not guess.

Just then Mr. Town began to talk.

"Boys and girls," he said.

"Mrs. Gray lives next to our school.

So she is our neighbor, and we are her neighbors.

But we are not very good neighbors.

Tom White will tell you why."



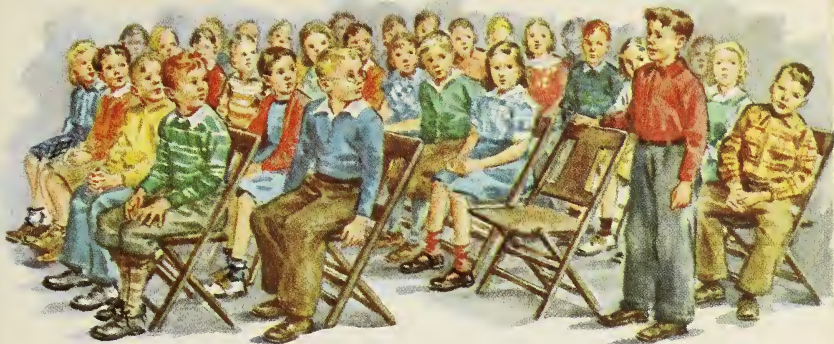
What a surprise! Tom White was going to talk at the assembly.

He said, "This is what Mrs. Gray asked me to tell you.

She works and works to have a pretty yard, but we walk on it.

There are so many of us that our feet make it brown.

Please do not walk or run over her yard again."



Up jumped Billy Snow.

"Good for Tom," said Billy Snow.

"We don't have to walk over yards.

We can walk on the walks.

That is why they are called walks."

"Yes," thought the children.

"That is why they are called walks."

Then Billy asked, "May Tom tell our neighbor that we will not walk over her yard again?"

And every one of the children in that assembly said, "Yes."

"That was a good assembly,"
the children said.

After that day the children
always walked on the walks.

Soon a letter came to the principal.
It was for all the children.

Mr. Town called another assembly
so the children could hear the letter.

This is what it said.

Dear Neighbors:
You do walk
on the walks now.
You are making
me very happy.

Happy to have
a pretty yard.
And happy to have
good neighbors.
Your friend,
Mrs. Gray

In the City
Neighborhood



The City Neighborhood

Houses and houses and houses.
Houses and stores and
a big school.

This is a city neighborhood.



All day the neighborhood
is a busy neighborhood.

The children of the neighborhood
are busy, too.

But they are in school.

Yes or No

"Let's take a trip," said Tom.

"Let's take a trip to the park."

"Yes, let's," said the children.

They all wanted to take a trip to the park.

Miss Bell said they could go.

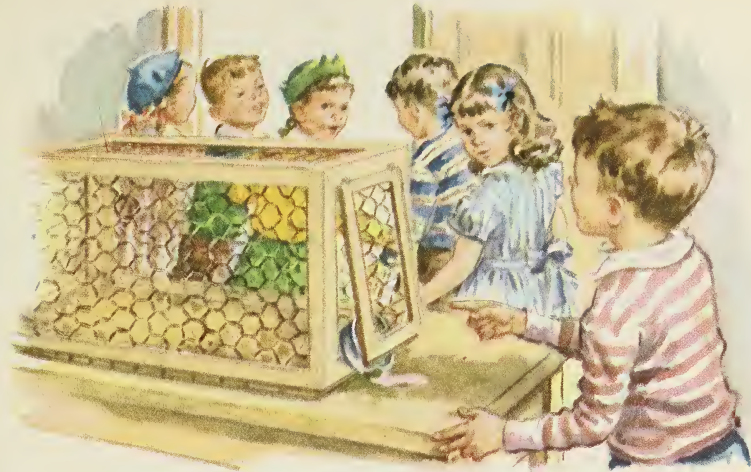
Mr. Town, the principal, said they could go.

And that night the mothers and fathers all said they could go.

But the next day, just as they were going out of the school room, David called to them.

"Stop, stop," he called.

"We can not go to the park now."



“Why can’t we go to the park?”
the children asked. “Why?”

“Look at the rabbit house, and
you will see,” David said.

The door of the rabbit house was
open. Mr. Carrot was not there.

“Oh, oh! The door is open, and
Mr. Carrot has run away,” Jane said.

Then the children began to look
everywhere for the little rabbit.



They looked behind doors, and
they looked under things.

But they could not find him.

They went to the assembly room
and began looking there.

He was not in the assembly room.

"We have looked everywhere,"
Jim said. "Let's go to the park."

"No, no," said Jane.

"We must look for Mr. Carrot."

"Maybe he went outdoors,"
David said.

"Maybe he went down the street.
Oh, Miss Bell, may we go outdoors
and look for him?"

"Ask the other children what they
want to do," Miss Bell said.

So David asked, "How many of you
want to go to the park now?"

"I do," said Patty.

"I do," said Jim.

"How many of you want to look
for the rabbit?" David asked.

"We do," said all the others.

So Patty and Jim did what
the others wanted to do.

They went to look for Mr. Carrot.

Where Is Mr. Carrot?

Down the street went the children looking for the little bunny.

They did not see him, but they saw a neighbor at work in her yard.

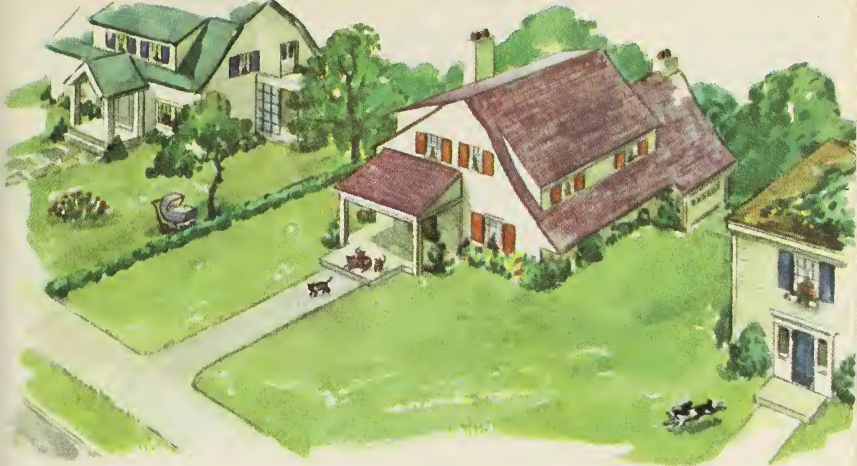
"Did you see a bunny?" they asked.

"Yes," she said. "He was eating something in my yard."

But when I came outdoors, he stopped eating and ran away."

So the children walked on.





“Look,” said Jim. “We are coming to my house. See my baby sister.

She just sleeps and sleeps.”

Billy said, “We are coming to my house, too. See my new puppy.”

“I live next to Billy,” said Jill.

“See my cat and her kittens.”

“We see them,” said the children.

“We see them all!”

But they did not see Mr. Carrot.

So they walked on.



"This is where my brother works,"
Sally Field said. "Here he is.

Did you see our bunny?" she asked.

"Yes," said her brother.

"He ran down that next street.

But I was very busy just then.

So there was nothing I could do
to stop him."

"Dear me," said Jane.

"We must hurry."

And they all walked faster.

They saw Dick's house and the man who came to Dick's house with milk.

They saw Jane's house and the man who came to Jane's house with letters.

Then they saw Mr. Carrot in the grocery store eating carrots.

And the grocery man saw him, too.





Out came Mr. Carrot in a hurry.

"Oh, Mr. Carrot!!!" said David.

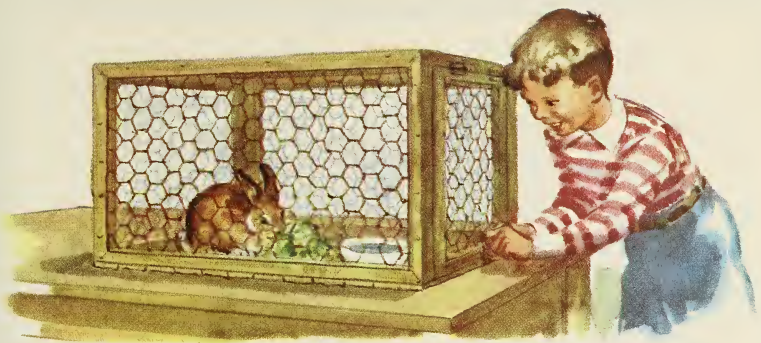
The grocery man began to laugh.

"So he is Mr. Carrot," he said.

"Well, that is a surprise.

I have always had carrots
in my grocery store.

But this is the first time
I have had a Mr. Carrot."



Back at School Again

"There, Mr. Carrot," said David.

"You can't push the door open now.

You can't run away when we want to take a trip to the park."

"Well," said Billy. "We did have a trip to the grocery. That was fun."

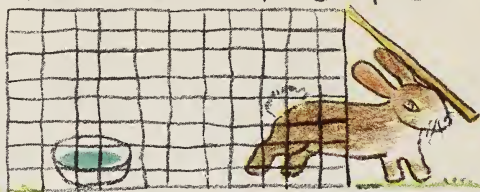
"Yes," said the other children.

"Let's make a story of our trip and make pictures of it, too."

So that is what they did.

And that is what you will see next.

Mr. Carrot and the Grocery Man



Here is Mr. Carrot
looking for carrots.



Here we are
looking for Mr. Carrot.



This is the grocery
store where he
found the carrots.

And it is the
grocery store
where we found him.



A Trip to the Park

One day the children did take
a trip to the park.

But the park was not
in the school neighborhood.

So they went on the street car.

Soon David said, "What big stores!
We must be down town now."

"Yes," said Jim.

"My grandmother and grandfather
work in that store over there."



“There is the store where my father works,” Billy said.

And Tom said, “My father works away up there.”

“Well, well,” said Miss Bell.

“Your fathers are neighbors at home and neighbors at work.”

When the street car came to the park, David jumped up.

But the car stopped with a bump.
And down went David.

"David!" said Nancy. "Don't get up when the street car is going.

It always stops with a bump."

"I just found that out," said David.





Jim Feeds the Squirrels

First the children went to see the animals.

"Oh, Jim," laughed Miss Bell.

"What have you in your pockets?
You must not feed the animals."

"I can feed squirrels," Jim said.

"I have some nuts for them.

Let's find some squirrels."

So they all walked on.



Soon a little brown squirrel
with a big tail came running up.

"Here, little squirrel," said Jim.

Away ran the little squirrel, and
he took the nut with him.

Soon another and another squirrel
came running to Jim.

"They know you have some nuts
for them," Miss Bell said.

Sally Field said, "Please give us some nuts, Jim.

We want to feed the squirrels, too."

"No," said Jim. "I want to feed them, and I am going to do it."

"Miss Bell, please make Jim give us some nuts," Ellen said.

But Miss Bell said, "No, Ellen.

You must not ask me to do that.

I do not want to make Jim give you the nuts.

But I wish he thought of others now and then."

"Well," said David, "he did think of the squirrels.

I am glad of that.

It is fun to see them eat!"



Fast As the Wind

Sally Field and David had
toy boats to play with.

Sally's boat was painted blue.

David's boat was painted red.

Along came a puff of wind.

Faster and faster went the boats.

"Look!" said Sally. "The wind
is making our boats go fast."



The children ran to get the boats.

“My boat is coming in first,”
Sally Field called.

David’s red boat was coming along
just behind Sally’s blue boat.

“Next time my boat will be first,”
David said.

And next time his boat was first.

Sally and David let some of the other children play, too.

"Let me have your boat now," Jim said to David.

"No," said David. "I don't want you to have it."

Jim ran to Miss Bell.

"Please make David give me his boat," he said.

But Miss Bell just asked, "Did I make you give any nuts to the other children?"

"No," Jim said. "But next time I will give them some."

Miss Bell said, "I am glad, Jim."

But the children did not hear him. They were too busy playing.

David let Nancy have his boat.
Puff, puff went the wind, and
away went the boat.

Then the wind stopped, and
the boat stopped, too.

“Look, David,” Nancy called.

“See what your boat is doing.

Hurry! Hurry!

We must hurry and get it.”

But no one could get it.





“Bow-wow,” said Jip, and in
he went after the boat.

“Oh, oh,” laughed the children.

“Jip knows what to do.

Good old Jip!”

“Look, Nancy,” laughed David.

“See how fast the boat is going.

Jip can make the boat go as fast
as the wind.”

The Merry-go-round

Soon the children saw
a merry-go-round in the park.

"Merry-go-round, merry-go-round!"
called the children.

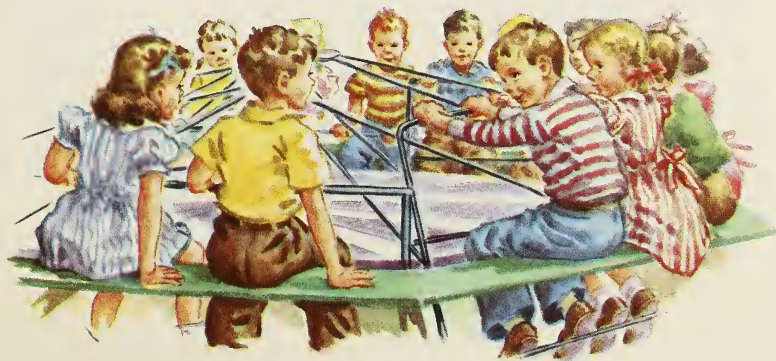
And they all jumped on.

But they did not go round.

Then David saw something that
he could push.

"Look," he said. "I am making
the merry-go-round go.

But not very fast."



"Now I see what to do," Tom said.

"See me push! And I can push
with my feet, too."

"So can we," called the others.

And they all began to push.

They pushed and pushed!

Round and round went
the merry-go-round.

Faster and faster and faster.



"This is fun," said Patty.

"I could do this all day."

"Look, Miss Bell," Tom called.

"See us go round. We are all making the merry-go-round go."

"I see," laughed Miss Bell.

"But you must stop now.

It is time to go home."

"I know how we can stop," Jim said.

"David, you must stop first.

Tom, you stop next.

Then Billy can stop.

Then Patty and Jill and the others."

So David stopped.

Tom stopped.

The merry-go-round went slower and slower and slower.



When all the children had stopped, the merry-go-round stopped, too.

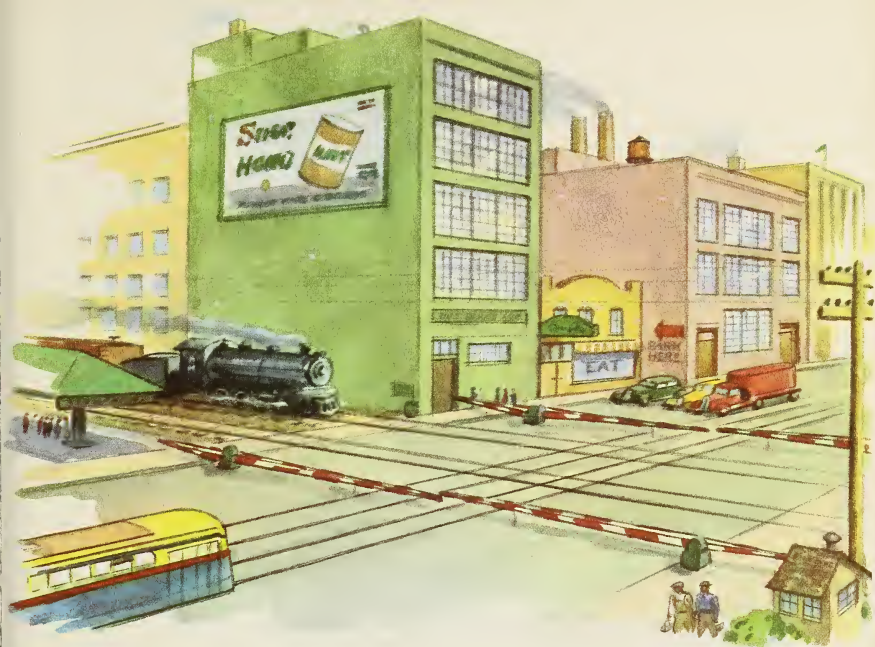
The children jumped down and ran to Miss Bell.

"We all helped make it go, and we all helped make it stop," Jim said.

"It was fun."

"Yes, Jim," said Miss Bell.

"Children always have fun when they play that way."



City Neighborhoods

A city has many neighborhoods.
The children saw this neighborhood
on the way home.

Do you have a neighborhood
like this in your town?

Where is it?



Miss Bell Talks to Jim

One day David came to school with a letter from his mother.

It was a letter for Miss Bell and the children in David's room.

Mrs. Hill wanted them to come and have dinner at the farm.

"Thank you, David," Miss Bell said.

"And the children will thank you, too, when I read them this letter.

They will be glad to come to dinner.

And I know they will want to see how you live and work on a farm."

"Well," David said.

"I like trips in the city.

So I think city children will like
a trip to a farm."

Then he said, "But I don't
want Jim to come.

He will not take turns, and
the other children don't like him.

Please do not ask Jim."

Miss Bell looked at David.

"Jim is in our room, David,"
she said. "What the children
in our room do, he must do, too.

Do you want our room to come
to your farm?

Or don't you?"

"Yes, I do," David said.

Then Miss Bell said to David,
"I think Jim wants the children
to like him.

I do not think he is very happy.
I will talk to him.

You will see. We will all have
a good time at your farm.

And so will Jim."

Miss Bell did talk to Jim.

What do you think she said
to him?



In the Country
Neighborhood



Morning at David's Farm

Moo-oo-oo! Here come the cows
up from the pasture.

Cluck, cluck, cluck, quack, quack
go the hens and the ducks.



It is time for David to jump
out of bed.

Morning is a busy time on a farm.
David's father must milk the cows
and feed all the animals.

And David will help him.



Good Farm Helpers
Bill works for the Hills.
How is Bill helping?
How is David helping?



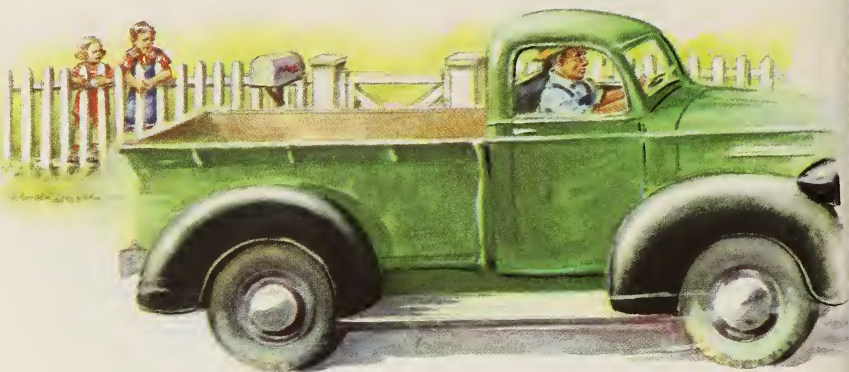
Here They Come

It was time for David's friends
to come to the farm.

David and his father were helping
Mother get a good dinner.

But Ruth was down at the road,
looking and looking and looking.

"Here they come, David,"
she called. "Here they come!"



David ran to see.

"Oh, Ruth," he said. "That is our neighbor, Mr. Green.

Maybe he took some hens and roosters to town this morning.

Now he is coming home again.

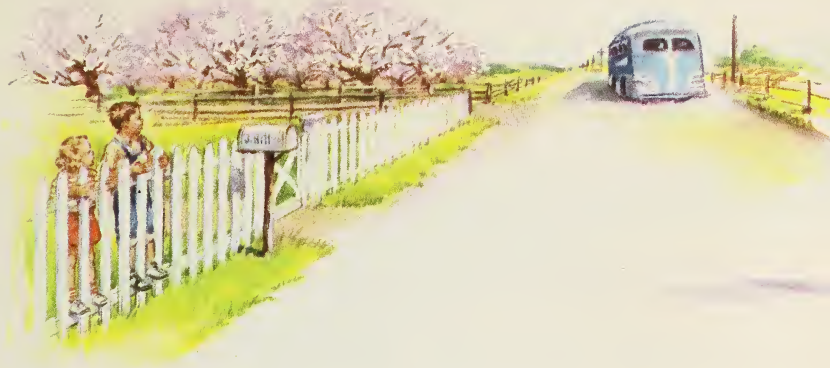
Look! He is not in a bus.

My friends will come in a bus."

David went back to the house.

But soon Ruth called again,

"Here they come! Here they come!"



David ran to see.

Along came a big bus, and on
down the road it went.

“That was a bus,” said Ruth.

“Yes,” said David, “but not the bus
from our school.

Oh, Ruth! I can’t run out here
every time a bus comes along.

I am busy helping Mother.

Why don’t you go to the orchard
and play with your pets and toys?”

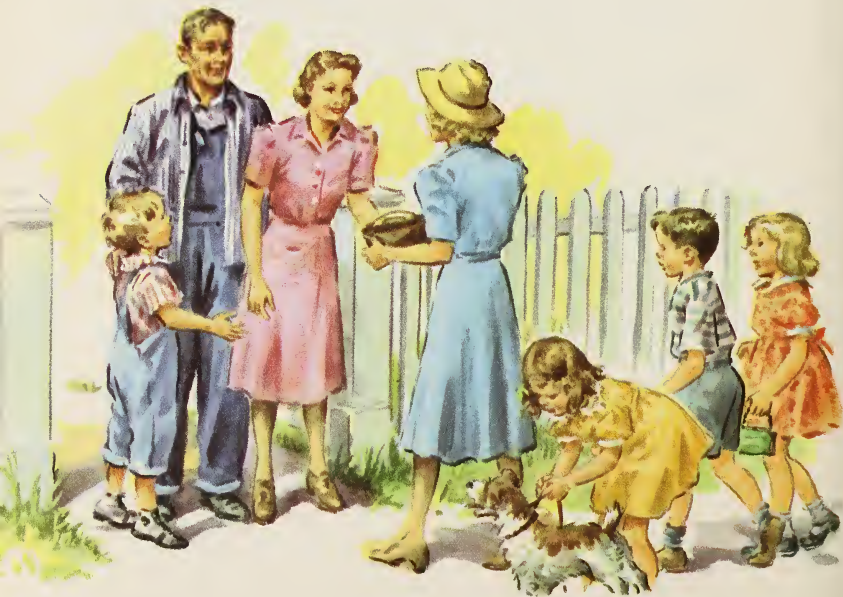
So Ruth went to the orchard.

Honk! Honk! Down the road
came the school bus at last.

"Mother! Father! Ruth!"
David called. "Here they come!"

There were Miss Bell and
the children from David's room.

And there were Susan and Jip.
They had come, too.





"Look at Jip's tail go," Tom said.

"He sees his friend, Spot."

"Yes," said Susan. "Now we are all here but Ruth. Where is she?"

"Dear me," said Mrs. Hill. "She was looking for you all morning.

But now we must look for her."

"I know where she is," David said.

"She is playing in the orchard."

So they all went to the orchard.



There was Ruth in the orchard.

There was Mrs. Quack, the duck,
and Mew-mew with her three kittens.

“Oh, oh,” laughed Susan. “We
have found Ruth and her pets, too.”

Just then Ruth sat up.

“David! David!” she said.

“Here they are!”

“Yes, Ruth,” laughed Miss Bell.

“Here we are, and what a good time
we are all going to have!”



Jip's Turn

The children wanted to ride Tim.
So they all went to the pasture.

"Me first, me first! Let me
ride first!" they all called.

And this time it was Jim
who said, "We must take turns."

"Yes," said David.

"You must all take turns.

Let the girls ride first."

So May had the first turn.



Tim walked up and down the pasture with May.

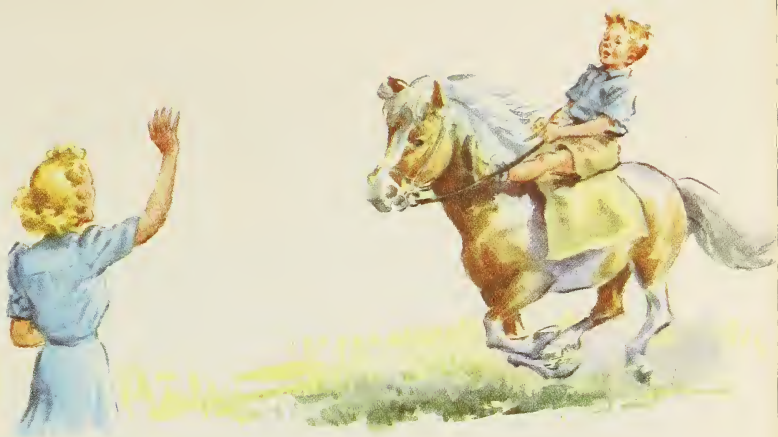
He walked up and down the pasture with all the girls.

But when the boys began to ride, they thought he was too poky.

"Get up, Tim, get up," they said.

"Don't be so poky."

And away went Tim, galloping, galloping, galloping.



Soon it was dinner time, and
Miss Bell came to get the children.

She met Jim galloping along.

"Look, Miss Bell," he called.

"See how well I can ride.

And I took the last turn, too."

"Fine, Jim!" said Miss Bell.

Jim jumped down from the pony.

"Bow-wow!" said Jip.

"Now it is Jip's turn," Tom said.

"Jip likes to ride a pony."

"Yes," said Susan. "Our grandfather has a pony, too.

Jip always rides Grandfather's pony when we go to Grandfather's farm."

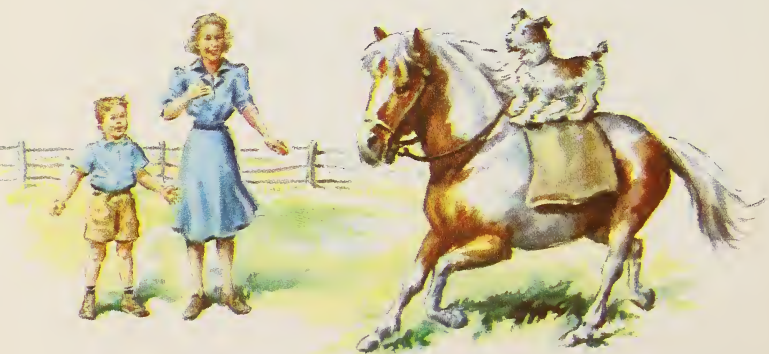
Away went Tim with Jip.

Oh, what fun it was to see a dog ride a pony!

"Well, Jim," laughed Miss Bell.

"You did not have to take the last turn after all.

Jip's turn is the last turn."





Dinner in the Orchard

The children all ate dinner in
the orchard under the apple trees.

"M-m-m!" Sally Field said.

"You have good things to eat
on your farm, David!"



Just then something went
peep, peep, peep.

"Look up in the apple tree
over Dick's head," Billy said.

"The robins have a nest
in this orchard.

I see four baby robins."

"I see them!" Jill said.

"Funny baby robins!

They want dinner, too."



"Here comes Mother Robin now with some dinner," said Miss Bell.

"Father Robin is just behind her.

The baby birds are too little to fly away from the nest.

So the big birds must fly away and get dinner for them."

"That is a funny dinner," said Jill.

"But I guess the baby birds like it."



Jill was so busy looking up
at the nest that she stopped
eating her cookie.

All at once Father Robin
came down from the apple tree.

Swish! Swish!

Away he went with the cookie.

"Oh! Oh!" laughed David.

"Father Robin is like Jill.

He is not like the baby birds.

He wants a cookie for dinner."

Making Money

Ellen said, "I wish our family had an apple orchard."

"Oh, Ellen," said David, "there is no room for orchards in a city.

That is why we take apples from the farm to the city.

We take many other things, too.

Then we get money for them, and you get food to eat."

Jill asked, "Do the eggs we buy at the grocery come from your farm?"

"Maybe," said David.

Mrs. Hill said, "Come with me, and you will see eggs, hens, roosters, and wee little yellow chickens, too."



Peep, peep, peep, peep!

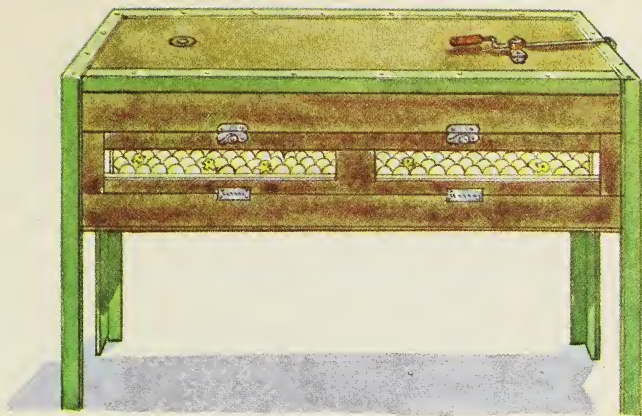
There were wee yellow chickens
everywhere.

"What a pretty color they are,"
Jill said.

"Where did you get so many?"

"I know," said Billy. "Hens sat
on eggs for days and days and days.

Then little chickens came out
of the eggs."



“Hens sat on some of the eggs,” Mrs. Hill said. “But we put some eggs in this machine, too.”

Soon wee chickens will come out of the eggs in the machine.”

“Look, look!” said Jill. “I see five little yellow chickens now.”

Oh, Mrs. Hill! This machine is just like a mother hen.”

“It is a funny looking hen,” laughed Billy.



Helping on the Farm

The children wanted to help David find eggs, and they did help.

"Look," said Jim at last.

"There is nothing at all in the nests. The eggs are all in our baskets."

"Fine," said Mrs. Hill.

"But Mr. Hill can not take eggs to town in baskets.

So come with me, and you will see where to put them."



The children worked and worked.

"Look," said Jim. "Now there is nothing at all in the baskets."

"Fine," said Mrs. Hill.

"You children are good helpers."

"Oh, my," thought David. "I am glad I asked Jim to come to the farm.

He likes to help.

And he takes turns.

The other children like him now.

And I like him, too."



The Birthday Hen

"This is my birthday hen,"
David said. "I asked Mother
to give her to me for my birthday.

Father takes her eggs to town
with the other eggs, and I get
pennies for them."

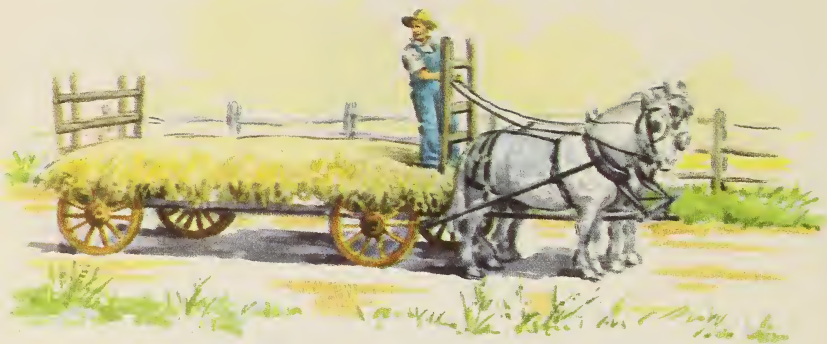
"How many pennies do you have?"
Tom asked.

"Not any pennies now," said David.

"I took them all to the store
to buy a birthday doll for Ruth."



“Here is my doll,” Ruth said.
“I have a doll bed for her, too.
See how sleepy she is.
She can sleep and say ma-ma, too.”
Ma-ma, ma-ma went the doll.
“Well, well,” said Miss Bell.
“So the birthday hen made money
to buy a birthday doll.
It must be fun to live on a farm
and have pets like that.”
“It is fun,” David said.
“But it is work, too.”



A Ride with the Horses

When the children came out
of the hen house, they met Mr. Hill.

He was on a big farm wagon.

"Jump up on the wagon," he said.

"We will go for a ride."

Soon Miss Bell and the children
were all on the wagon.

Bump, bump, bump.

Away they all went.



First they came to the corn field.

"See our corn," Mr. Hill said.

"It is just coming up."

"What do you do with corn?"
asked Jane.

"We eat it," said Mr. Hill.

"And so do the horses and the cows,
the pigs and the hens, the roosters
and the ducks.

Corn is a good food."

The wagon bumped along and
bumped along behind the horses.

The children saw one field
after another.

They saw the cow pasture and
other pastures, too.

"I like this ride," Jill said.

"The horses are poky, but I am
glad they do not go any faster.

There are so many things to see.

And I want to see them all."

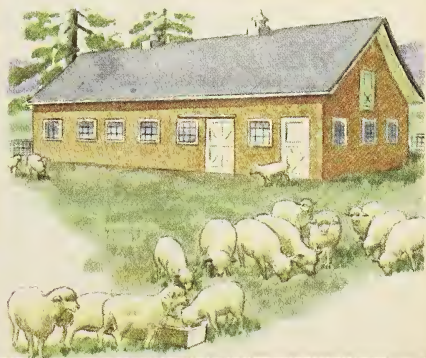
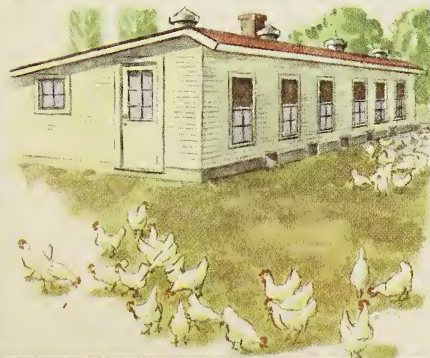


Animal Houses

Farm animals are not always
in the pasture.

They have houses where they
can go when it rains or snows.

Which animal houses do you see?





A Funny Name

As the wagon bumped along home,
the children met Spot, Jip, and Bill.

“Look,” laughed David.

“Spot is doing his farm work, and
now he has a good helper.

Jip went to the pasture to help
Spot get the cows.”

“Do the cows have names?”
asked Ellen.

“Some of them do,” said David.

“Valentine has a name.”

“Valentine!” said the children.

“What a funny name for a cow.

Which one is Valentine?”

“Guess,” said David.

The children looked at the cows.
Sally said, “Valentines are red.
But all your cows are red, and
just one is called Valentine.”

Then Billy said, “I don’t know
which cow is Valentine.

But I think that I know
why you called her that.

She came on Valentine Day.”

"No, no! You can not guess why her name is Valentine," said David.

"But you will soon see."

Then he jumped out of the wagon and ran to one of the cows.

"Turn your head," he said.

And he pushed her head round so the children could see it.

"Oh, oh," laughed the children.

"Valentine is a good name for that cow!"





Jim Milks a Cow

“Are you going to milk the cows?”
Jim asked Mr. Hill.

“Yes, Jim,” said Mr. Hill.
And then he said, “We always
milk in the barn.

But I will milk one cow out here.
Then you can see how I do it.”

Mr. Hill sat down and began to milk.



Swish! Swish! Swish!

Down came the milk.

"Now I see how to do it," said Jim.

So he sat down.

He worked and worked.

But no milk came.

"Why can't I get any milk
out of the cow?" he asked.

"Look, Jim," said David.

"This is the way to milk."



Swish! Swish! Swish!
Down came the milk.
“Look, David can milk,”
all the children said at once.

“Now I do see how to milk,”
said Jim.

And he sat down again.
Swish went the milk just once.
“Hear that,” said Mr. Hill.
“Jim did milk a little.”

"Some day I will have a farm,"
Jim said.

"Then I will milk all the cows.
It is fun to milk."

"It is not fun to milk when you
have as many cows as I have,"
said Mr. Hill.

"It is not fun to milk cows
day after day after day.

When you have a farm, you will be
glad to let a machine milk."

"A machine!" said the children.

"Can a machine milk?"

"A machine can milk," said Mr. Hill.

"And it can milk two cows at once.

Come into the barn and see
how well a machine can milk."



The children looked and looked.

“It is a good machine,” said Jim.

“But I think it is fun to milk
the other way.

When I have a farm, that is how
I am going to milk.”



Other Farm Machines

This is one of David's neighbors.

What is the man doing?

Do you see a pasture, a field,
or an orchard in the picture?



This woman has a machine.
What is the machine called?
What is the woman doing with it?



This woman has a machine, too.
Can we buy what she is making
at a grocery store?



The Farm and the City

"Pig, pig, pig," called Bill.

"Hear that," said Miss Bell
to David's friends.

"It is time for Bill to feed the pigs.

We must go home now.

It will get dark, and you must not
be away from home after dark."

Soon they all said good-by, and
away they went in the big bus.

One day soon after that
a letter came to the Hill family.

It was a thank you letter
from David's friends at school.

And some pictures came with it.
David said, "See the funny story.
See the funny pictures, Ruth."

Then he began to read the story
of the big fat pig.

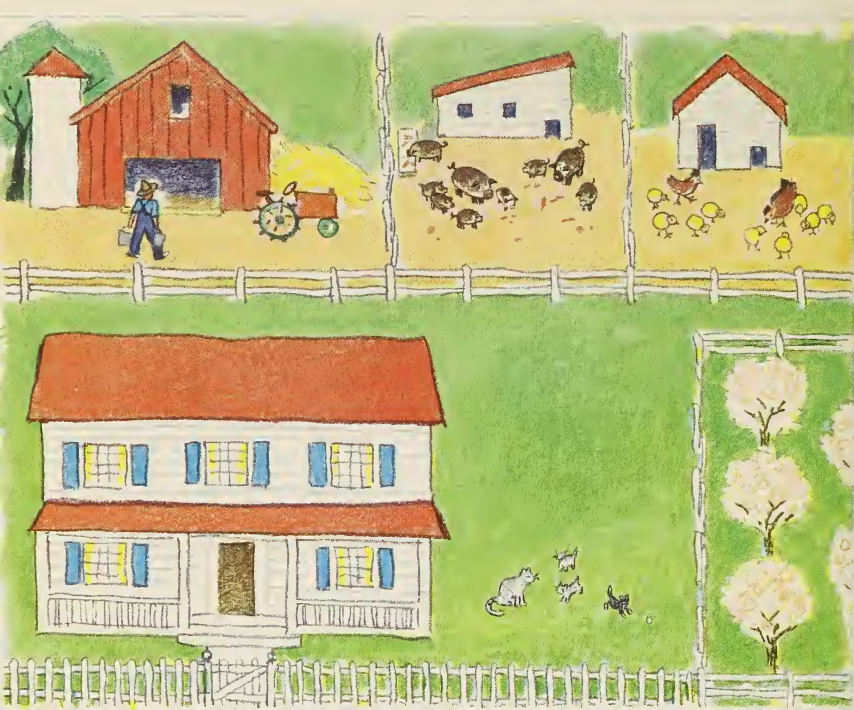
The Big Fat Pig



This is
the big fat pig
at the farm.



This is
the big fat pig
at the store.



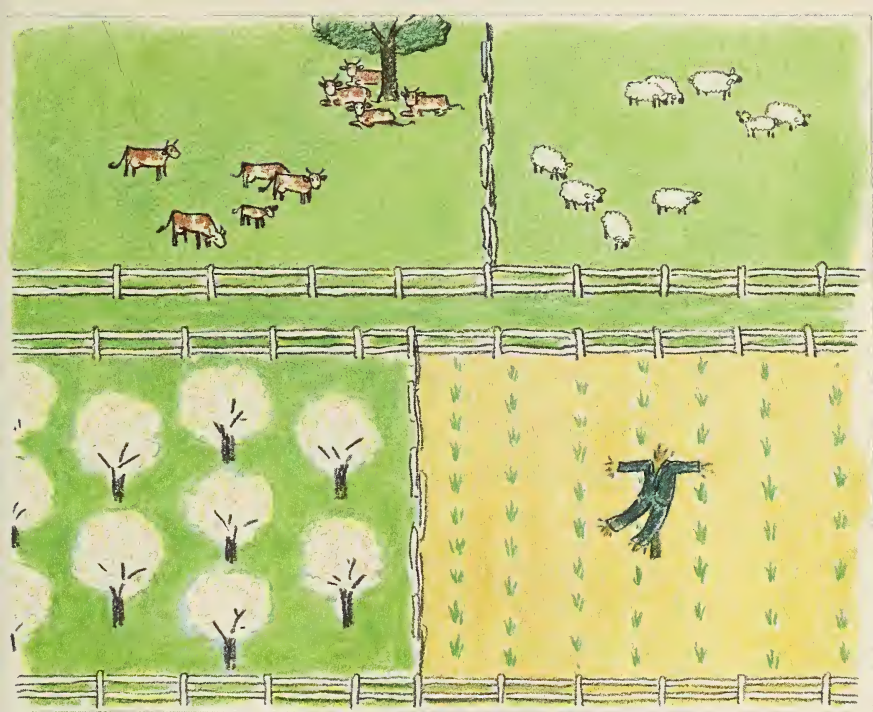
“See this picture,” said Mr. Hill.

“See the orchard and the field.

See the pastures and the barn.

It looks just like our farm.

Look! There is our cat, Mew-mew,
with her three kittens.”



What animals are in the pastures?

What is in the field?

What is in the orchard?

What color is the house?

Is David's house that color?

Now go on with the story.



“Look, Father,” said David. “See Sally’s father at work in the city.

See Dick’s father and Jane’s father and all the other fathers, too.”

"I see," said Mr. Hill.

"Well, David, there are many ways to work and make money in a city.

Maybe you will want to work in the city when you are big."

"No, Father," said David. "It is fun to go to school in the city.

But I am going to live on a farm and work on a farm always.

Just like you!"



To the Teacher

Hello, David is the third social-development book in the *Social Studies Program* of the Curriculum Foundation Series. The understandings and behavior traits emphasized in each unit are listed on pages 157-160.

All the words in *Hello, David* except the 180 listed below are used in the preceding books of this program, *Tom and Susan* and *Peter's Family*. For children who have completed *Our New Friends*, the first reader of *The New Basic Reading Program* of the Curriculum Foundation Series, only the 30 words printed in boldface type in the list below will be new.

Vocabulary List

UNIT I

5 David	17 him	30 had	again
country	bang	his	43 principal
6 —	18 maybe	things	44 Town
7 night	let's	31 last	as
back	19 then	sleepy	45 live
8 Tim	20 carrot	32 some	46 walked
trot	Mr.	33 morning	surprise
road	21 could	always	47 next
9 honk	making	34 just	glad
called	22 her	another	lost
first	23 every	35 way	48 many
10 thought	day	city	an
old	were	36 take	assembly
11 stop	24 ding-dong	them	49 rains
time	bell		or
12 Miss	25 wish		snows
read	ring		50 Street
13 fly	let	37 —	took
14 lunch	26 us	38 bus	Brown
hear	when	39 —	51 sang
15 running	27 may	40 along	books
after	made	stopped	52 Jim
16 door	28 party	41 know	put
Sally	dark	be	pocket
can't	29 food	42 other	53 Hill
	Ruth	began	Mrs.

UNIT II

54 turn	74 dear	97 —	124 peep
slide		98 any	robins
55 pushed	UNIT III	99 —	nest
don't		100 —	125 birds
56 head	75 neighborhood	101 merry-go-	126 once
57 fell	76 —	round	swish
58 puppy	77 —	round	127 buy
paint	78 trip	102 —	wee
59 Spot	park	103 slower	128 —
five	79 open	104 —	129 machine
has	80 behind	105 —	130 baskets
60 Billy	81 Patty	106 —	131 —
61 busy	82 bunny	107 —	132 pennies
fine	83 sleeps	108 —	133 —
62 —	Jill		134 wagon
63 splash	84 Field	UNIT IV	135 corn
umbrella	nothing		136 —
64 color	faster	109 —	137 which
found	85 grocery	110 pasture	138 —
65 green	86 —	111 —	139 Valentine
thinks	87 story	112 Bill	140 —
66 moo	88 —	113 —	141 —
67 hurry	89 —	114 roosters	142 —
coming	90 —	115 orchard	143 —
Gray	91 —	116 —	144 —
68 over	92 Nancy	117 —	145 —
feet	93 feeds	118 —	146 —
69 why	squirrels	119 —	147 woman
ask	nuts	120 poky	148 —
70 —	94 —	galloping	149 fat
71 neighbor	95 give	121 met	150 —
very	Ellen	122 —	151 —
72 —	96 wind	123 apple	152 —
73 —	puff	trees	153 —

CONTRIBUTIONS TO UNDERSTANDINGS AND BEHAVIOR TRAITS

In guiding the social development of children we are concerned with two aspects of growth. On the one hand we must consider desirable patterns of acting and reacting in democratic group living. On the other hand we must give attention to the understandings out of which desirable attitudes and behavior traits grow.

*Hello, David*¹ and its accompanying guidebook present learning experiences designed to help children move from dependence on others toward independence in solving problems involved in group living. This program contributes to children's social growth in moving from absorption in self toward concern for and service to others. It promotes appreciation of the interrelationship of individuals in family, neighborhood, school and community groups, and guides children in carrying their share of responsibility in such groups.

The stories provide a springboard for discussion, dramatic play, and other learning activities that contribute to significant understandings and behavior traits. Children find it easy to identify themselves with David and his friends who meet and solve problems similar to those children of this age meet from day to day.

The first unit centers attention on David's activities in a one-room country school located in a typical farming community. In the next unit David and his family move to a new farm. From the new farm David goes by bus to the new school in the city. Here he meets new problems involved in adjusting to a large city school and to new school friends. Unit Three focuses on the large city community in which David's school is located and the adjustments this kind of environment requires. In Unit Four David gains new insights into his farm environment as he sees it through his new friends' eyes.

¹ Other books in this program are *Tom and Susan* (Primer), *Peter's Family*, *Someday Soon*, *New Centerville*, and *Cross-Country*, published by Scott, Foresman and Company.

UNDERSTANDINGS

BEHAVIOR TRAITS

UNIT ONE—David at the Country School (pp. 6-36)

The large amount of land needed for pastures and fields means only a few families may live in a farming community.

Country children have different problems getting to school on time.

There are times when good-natured teasing is fun, but it can be carried too far.

A country school is smaller than a city school. In a country school children of different ages live and work together like a big family.

A pet deserves sympathetic understanding.

In a country school the teacher builds the fire, sweeps and cleans, but children can help her in many ways.

Alertness to group needs usually brings opportunity and recognition.

Parents are a real part of school life. Families come together as a community family.

Parents sometimes move from one community to another.

It is natural for a family moving to a new community to feel sad at leaving old friends.

Helping a friend to get to school on time.

Coming to the rescue of a playmate when playfulness has gone too far.

Helping younger children in school as at home. Giving instant obedience in time of crisis.

Appreciating humor of a situation.

Sharing responsibilities in the work of the school with the teacher.

Recognizing the futility of envy. Sensing what needs doing and doing it cheerfully.

Adjusting to new conditions without complaining.

Doing thoughtful things to make partings easier—by planning reunions, by making gifts.

UNDERSTANDINGS

UNIT TWO—David at the City School (pp. 37-74)

Uncertainty in the face of the unfamiliar is natural, but fear of the unknown usually proves to be groundless. New benefits often appear in a new situation, as well as new problems which require adjustment.

New children in a neighborhood or in a school often feel insecure. They need friendliness on the part of the children in the neighborhood or school.

City schools often have many more children than country schools. A city school often has many classrooms, and, in addition, such extra rooms as an auditorium or cafeteria. A city school usually has a number of teachers and other workers. The complexity of a city school often makes it seem unfriendly.

Some rudeness must be expected in life.

"Finders, keepers" is not a good practice to follow.

Private property, such as lawns, flowers, fruit owned by neighbors, should be respected. If unintentional damage has been done to a neighbor's property by a group, the group can through discussion determine ways of righting the wrong.

BEHAVIOR TRAITS

Adapting to a new situation by trying a courageous approach and by actively looking for good things in the new situation.

Sensing the insecurity in other people, and helping them to feel at home; for example, by welcoming new children in a school and making them feel a part of their new class.

Practicing courtesy and friendliness in a city school, by such actions as giving new pupils pleasant, helpful directions in finding their way about.

Learning to ignore the occasional rudeness or unfriendliness, and learning to evaluate criticism for what it is worth.

Turning in lost articles to school "Lost and Found" room.

Learning to discuss, decide on and carry out solutions to group problems.

UNDERSTANDINGS

BEHAVIOR TRAITS

UNIT THREE—In the City Neighborhood (pp. 75-108)

Cities are usually composed of a number of different neighborhoods. In addition there is usually a business district downtown where stores of various sorts are concentrated. There may also be a factory district.

Various forms of transportation are used to get from one part of the city to another. The safety of all necessitates traffic rules and regulations.

Successful class trips require careful planning.

Cities provide such places as parks, zoos, swimming pools, for the enjoyment of all the citizens. Rules make possible greater enjoyment of these facilities.

Unhappy people, children included, sometimes show their unhappiness by being mean or selfish. Such behavior usually causes them to be disliked, and this increases their misery. Such people can be helped to see how their behavior loses them friends.

Different people can do different things to contribute to the enjoyment of a group.

The school janitor does many things for teachers and children to make school a pleasanter place. In turn children can make his work easier.

Learning to abide by safety rules in crossing streets at stoplights and at other intersections; learning to abide by safety regulations on different forms of transportation.

Participating in the planning of a group project.

Cooperating in the effort to make public parks and other recreational facilities places which everyone can continue to enjoy.

Helping difficult classmates to learn to take turns, share toys, and in other ways to become part of the group.

Respecting each person's contribution.

Learning to make school a pleasanter place by picking up trash in the schoolroom and on the playground, and by taking care of equipment.

UNDERSTANDINGS

UNIT FOUR—In the Country Neighborhood (pp. 109-153)

Children who live on a farm work along with their fathers and mothers on the essential work of the farm.

Guests mean additional work for the whole household.

There are many opportunities for fun on the farm.

Self-improvement to win group approval is desirable. But popularity is not more desirable than high standards.

Farm life usually provides a healthful natural environment, plenty of food and opportunities to observe and learn from nature.

Farm producers and city consumers are interdependent.

The farm is a family enterprise that calls for skill and industry in all its members.

Farm skills are important for all of us.

Faithful work is necessary to reap the benefits of farm life.

Farm animals are producers of income.

A farmer needs and uses many kinds of machinery.

BEHAVIOR TRAITS

Willingness to do work that contributes to family income.

Doing cheerfully the extra work involved in having guests.

Enjoying the kind of fun one can have at home rather than envying others.

Working at a new kind of activity to do it better without lowering standards.

Using opportunities to observe and learn from nature.

Appreciating the interdependence of farm and city.

Improving skills needed for better work.

Recognizing the importance of skills other than the ones you possess.

Doing faithfully work that needs to be done.

Animals should be treated as useful workers.

Taking care of equipment.

[illegible]

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